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IN THIS ISSUE

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Myopic World and Anchorage of Values

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"Pedagogy gave up the training of character and devoted itself to equipping the unmoral intellect with all the armoury of science."

—Will Durant

Whenever a society enters a new phase of evolution, it inevitably finds itself in throes of a crisis. With the mind-boggling changes taking place today, a creeping fear persists that these changes will, undoubtedly, lead to jettisoning of certain values and ethical code which a civilised society holds dear and which, all agree, form its bedrock. These values are being swept under the carpet and we are daily bombarded with a barrage of new 'Values' through the mass media. Aldous Huxely, not long ago, spoke of the dangers of our being subconsciously indoctrinated by our television masters, not only in promoting sales, but also in inducing attitudes of mind.

It does not require any research to know that there has been a perceptible change in the climate and a steady decline of values in practically all the spheres of activities, but more worrisome is what is happening in the field of education since it is the cradle where future citizens are born and nourished, an anvil where they are shaped and a crucible where they are tested and honed to render them fit to face, what Galbraith calls, uncertain future. Education is the field which is the theatre and instrument of development, of individual and communal growth and fulfilment. But with education showing signs of palsy, one discerns an air of despair and despondency, of disillusionment and disenchantment.

Philosopher McIntyre said that we may be raising a generation of 'moral stutterers'. Some call it moral illiteracy. Educationist Michael Josephson bemoans the present scenario and says that "There is a hole in the moral ozone." Cheating in the examination, bribing teachers, resorting to foul means to make the grade, utter insensitivity to fellow students' plight, unbridled selfishness, lack of respect for others, rude manners, impudent behaviour, tendency to be violent, hatred for those lower in hierachy..... the list seems endless ! These are the symptoms manifesting themselves in a routine manner. What does one do in such an environment which is hostile to all that is good, moral and ethical? Shall we repeat what Shakespeare said :

"I alone beweep my outcast state,
And trouble deaf heaven with my bottomless cries,
And look upon myself and curse my fate."

Students in the contemporary world, steeped in the values fostered by the present-day milieu of hardsell, may find the very idea of learning or discussing about moral values to be anachronistic or an 'archaic illusion'. It is not the argument here that we teach the present

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lot of students the history of ethics and morality as practised down the ages; also we must not, at the same time, simply dispense facts and information produced by the information technology but our responsibility as teachers and educators, in the words of educationist Christina Sommers, goes beyond "Purveying information about the leading ethical theories and developing dialectical skills."

Moral or value education should have as its explicit aim the moral betterment of students and that includes telling them what is right and what is wrong, besides setting an example. "The only means of realising what is good;" says Durant, "is to teach it by education and propagate it by example." Character education is the need of the hour and it is futile to tell students to find and imbibe these values themselves. It is like asking someone to taste poison to find out whether it kills. If in the process the experimenter dies, at least he engaged in a discovery of truth himself! We cry hoarse over violation of human rights, violence, cruelty, sadism, moral turpitude, defiance to authority and a general disregard for all that is decent but do we talk about them, obliquely or directly at times, in our classrooms? Or, do we set role models for emulation? As Charles Stuart observes : "Our greatest deformities are within and we must become the severest critics and first reformers of our own souls." Restoration of values should not be the exclusive preserve of philosophers, thinkers and social reformers; the onus as much rests on teachers as much as on others of the ilk. The teacher must act as bulwark and must not allow education in general and students in particular to surrender before the dominant forces which may, in foreseeable future, subvert the entire order of a civilised society and undermine the foundation of the social edifice. If, as a writer put it, industries and commerce are allowed to colonise pedagogical spheres, then the role of the institutions of learning in building a liveable society will be in jeopardy. Today the spectacle one witnesses in a large number of educational institutions reminds us of what one reads in the novel *'To sir, with love'* and the portents are ominus. The current trend of teaching social issues or subjects and topics 'relevant' to market situation and the emphasis on 'progressive teaching methods' has led to the present decline and degeneration. The roots of the malaise have been traced to these progressive methods and teaching and learning of relevant topics by Mr Christopher Woodhead, Chief Inspector of Schools, U.K. and he bemoans the fact that the whole idea of an enlightened society has received a severe knock. The unwholesome love for so-called 'progressive education' has left pupils floundering in an ethical and cultural vacuum. The desire to teach relevant concerns has led to construction of curricula which leave children confused and unfamiliar with the social canon, and disinheriting them by failing to equip them with enough knowledge of values to enable them to participate in their own culture and the culture of the other communities with which they have to interact. Is it not ironical that on the one hand we talk of the world becoming a global village and on the other the future citizens develop a narrow, parochial, narcissist, violent, sadistic attitudes? The words of Ivan Illich ring a bell : "Education becomes unworldly and the world becomes uneducational". The most important lesson is that a nation cannot endure by abandoning excellence or values and treating 'inheritance of values' an impediment to future development. Let the teachers realise that if, as a poet has said, utopias are allowed to die, fascist force and fascist mentality will rear their ugly head — they have already — and threaten the existence of a sane society and it is a matter not to rejoice about.

With parents' expectations soaring high, with society and market forces and media determining goals which can be termed unrealistic if not unwholesome, there is the rat race in which fair is foul and foul fair. No one wants to lose the race, and one must not because it has been dinned into ears that losing or defeat means the end of the world.

The way out is to reinforce values such as decency in public and private life, being honest, helping others, unselfishness, kindness, consideration for others and other virtues through personal example, through re-educating parents, through pointing to examples, manifesting such qualities and virtues existing in the society around us and through a kind of a moral code which would inculcate the values, qualities and virtues which hold the society together. In the words of Christina Sommers : "I am suggesting that teachers must help children become acquainted with their moral heritage in literature, in religion and in philosophy. I am suggesting that virtue can be taught and that effective moral education appeals to the emotions as well as to the mind. The best moral teaching inspires students by making them keenly aware that their own character is at stake." The 'myopic world' of today needs desperately the anchorage of values and we should not delay further lest the juggernaut of market forces overwhelm us all.

How Inevitable is the Business Concept in the Higher Education System

D. K. Ghosh*

Introduction

Primarily, driven by the market force, there is an inevitability of the Business concept penetrating into the higher education system. This raises the question whether the situation of inevitability is due to the conscious decision of the universities or forced by circumstances. Traditionally, universities do not change easily, but they have changed a good deal since 1980s and would continue to change, maybe even to an unrecognizable state in the 21st century. Undeniably, the changes are due to the forced circumstances of resource crunch. Social accountability and changing needs are also contributing factors. But money is the dominating factor that forced the universities to change. In the process of becoming cost-effective and achieving efficiency, many of the techniques and tools of business administration have already penetrated into the higher education system. Whether that is in the academic interest or not can be debated. How far the business concept in its entirety or in partial form, has influenced or embraced the system is discussed in this paper.

Background : Business Organization and University

When we talk about the acceptance and application of the business concept in the university, we surely do not think of the entire concept of business with reference to approach, motive and objective. What we really mean is what techniques and tools of business administration can be used in the higher education system keeping in view the traditions, objectives, constituents and the overall image of the university. The need of application of business approach and to employ techniques and tools of business administration in the higher education system is accentuated by the reality that higher education which pays heavy dividend to the beneficiaries should not be provided free or at heavily subsidised price at the cost of other welfare sectors and sectors needing investments for economic progress.

Historically, after a slowing down of 1970s expansion programme of higher education, almost all over the world, the decade thereafter i.e. 1980s had witnessed gradual but definite resource crunch forcing the universities to undergo changes, at times radical ones, in their approach, attitude and functions. It is money that plays the decisive role in any activity and higher education is no exception. Scarce resources in 1980s have had lasting and lingering impact on the academic and managerial aspects of functions of the universities, in their approach, structures and organization. In 1990s, the resource crunch has forced the universities in almost all the countries of Asia and Africa to change the traditional attitude towards facilities for the students. Everywhere, the slogan is cost-effectiveness and efficiency.

Major source of funding of the public universities come from the government. Even for the private universities in many countries, sizeable public funds flow for various research activities, scholarships etc. Cost has risen everywhere and of everything. So, how could higher education be out of it. Such a situation has led and continues to lead the universities to reduce the cost of education through new techniques, downsizing the staff, educational technology, improving efficiency at all levels and ultimately be competitive both in terms of quality and cost. The trend to constantly raise fees of the students may eventually lead to full recovery of the cost of education in the 21st century. That will mean pay and get trained if you are the right one. This would move more to the business approach. Precisely, universities have been constantly learning from the experience, tools and techniques of the business concept. They are also learning to be client (consumer) friendly, attract clients and try to ensure their satisfaction.

In the business approach, 'customer' is most important, whose likes, dislikes, tastes, needs, changing attitudes and environment are the aspects that the organization has to care for. Application of the Total Quality Management (TQM) in business is really not only for the customers satisfaction but customers 'delight' and to meet that, the organization would do everything e.g. providing the products at competitive price and assured quality, delivering the products at doorstep or extending services through all possible means. The process to achieve this, is of course, the area of managerial capability in terms of expertise, design, manufacturing skill, marketing, public relation and reputation.

In the fast changing scenario, in place of "provider driven" education, it has now to be the "customer driven"[1] education and to achieve that the pro-

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vider of education has to undertake market research, design suitable programmes, redesign whenever necessary, attract best possible consumer-client (students mainly) and transmit skill and knowledge. There are, however, two basic differences between the two. One : business house is basically a profit making organization which a university fundamentally is not. Two : the students are both 'consumers' at one stage i.e. when they want training and later they are 'products' at another stage that is when they complete a programme and are ready for being used by the society. How best they are gainfully employed would speak of the quality. Moreover, this 'product' of the university is capable of multiplying more products through teaching, training and entrepreneurship. Through entrepreneurship, besides the hands-on training of more people, they are capable of generating income, create wealth and of course employment for the society.

Is the Business Concept in Higher Education really Inevitable?

Turning to the inevitability of the business concept in the higher education system, on the face of it, it is liable to be rejected. But in reality, the concept is already there, but with a fundamental difference. The fundamental difference is in the sharing of profits by individuals. However, in the twenty first century, even that difference may also disappear in at least some organizations. It may happen in future that a group of individuals may invest in creating excellent facilities for quality higher education, secure accreditation in the process of market force i.e. reputation as provider of world class education, charge high fees from the beneficiaries and share the profits after preparing the balance-sheet like a business organization. In a knowledge based society and competitive environment, there would be more and more demand for world class education for that would bring high return to the individuals and that would be primarily because of the expectation and demand for quality education. It is this for which students and parents would be prepared to invest high amounts in such quality education, particularly when they would be sure about the return.

In India, one can see an example of almost a similar nature in the National Institute of Information Technology (NIIT). It is a private effort and organization. A company which came into being some 15 years back for providing computer training to individuals with a small number of centres, has now spread its wings and has now a large number of centres all over the country. It is now worth rupees 2000 million organization.

Trainees of NIIT, particularly those who are given advanced training are accepted in the employment market as good professionals. They are employed at high salaries. NIIT's success story and capabilities have crossed the boundaries of India. China has shown interest to sign a MoU with it for a network of training. In India, more of such organizations are coming into being. This indicates what the market force is and how is the trend changing.

When this happens, even the present fundamental difference will disappear. However, still there would be some difference which will always be there and that is the environment of a University *vis-a-vis* a business house.

What similarities and dissimilarities exist between a business house and a university with reference to their objectives, structure, organization, culture, products and funding, have been provided in the Table (given at the end).

Clearly, there are two fundamental differences between a Business House and a University. *One* : for a Business organization it is primarily to make more and more profit, sharing the same by individuals and generate wealth. It is here where the fundamental difference exists and a number of other activities take place with that basic objective. *Two* : unlike University, the products or services of business house do not have multiplying capability. Therefore despite the two important differences, when we talk of business concept in the university system, it is really those tools and techniques of Business Management that can be applied to the university management in order to achieve cost-effectiveness, efficiency at all levels, generation of income within the framework of the university, and to find out various weaknesses and strengths of the system so that they can be converted into fruitful results.

Missions of Business Organization and University

Although the ultimate objectives and end results of the business houses and universities are different, the broad mechanism to achieve them have commonalties as mentioned below :

Efficient and Effective Management

Never before, so much has been talked about the need of an efficient, effective and responsive management in the higher education system than today, for it is only a good management that can plan, work and achieve the objectives. Basic to all efforts to achieving the objectives, existence of an efficient and effective management is a *sine-qua-non*.

Over the years, the universities have realised that to be cost-effective and efficient, it is necessary to go by the streamlined well understood management tools in so far as they may be modified wherever necessary, of the business organization. For example, application of the analytical techniques which is ba-

ically a technique employed in the business management can very well be applied in university management to analyse the institutional problem to frame better plans and decisions. The managers at the Standford University had used the analytical techniques in the university management as early as in seventies using the Long-Run Financial Equilibrium (LRFE).[2] This model is based on a simple concept according to which the levels of income and expenditure should be projected in balance at the beginning and thereafter controlling the growth rate of both income and expenditure to make sure that the balance projected at the beginning of the year is maintained. In the Standford University, LRFE models have been successfully used to manage the endowment spending rate and to help determine the size of the budget adjustment program.

In practice, with or without calling it LRFE, universities are doing this, for who would not like to ensure that the budget is balanced and therefore, in a normal way, this was and is being done. When Endowment Fund is utilised either to meet capital cost or operational cost, it is important that the inflation adjustment is done carefully. For example, if the decision is to utilise the whole of the yield on the Endowment in a particular year without caring for the inflation adjustment, the current value of the endowment would be diminished by the inflation factor. Hence under LRFE, this aspect has to be borne in mind. This approach is no different from the business administration.

It is always under pressure that the university is forced to follow such methods in management particularly financial management. In the financial disorder in 1972 requiring a systematic plan to achieve and maintain effective financial and academic performance as early as in 1981, a new system was developed at the Pennsylvania University called 'Responsibility Center Management' to address and achieve a few things which concept-wise any business house would also look for. For example, how best a really efficient accounting procedure and operation could generate funds to use for "effective delivery of service for which universities rely on skill, goodwill and motivation of their faculty"[3] such as different affordable incentives for greater income generation through faculty etc.

Realising that effective decisions are best made as close to the point of implementation as possible without loss of objectivity, incentives were offered to the "academic situation", and planners attempted through Responsibility Centres Management to involve all elements of the university community in its performance.[4]

What was primarily planned to achieve through the responsibility management centre was that those who "know best their needs, values and benefits should make decisions on program expenditures using central information, accounting and encouragement. With this end in view, both the academic officers and the traditional managers maximised income and controlled expense for their units. They actually functioned "at the level where academic and administrative decisions translated directly into fiscal consequences".[5]

However, in the area of hiring manpower, paying according to the individual's market price, rewarding like business houses and firing when found not serving the purposes of the university, it is early to visualise the scenario for the traditions of the university are different. Although, payment of compensation according to the market price of the faculty is not uncommon in the universities in USA. Elsewhere, it may take longer time to reach a situation like USA. In the near future, it does not seem a possibility in the non-government sector particularly in the developing countries, where security of jobs is an important aspect of service condition and social conditions may not easily allow payment and reward according to the market price.

Boosting Resource Mobilization

Money plays decisive role in any organization or activity. That being so, resource is important initially both to a business house as capital investment to create infrastructure and for running the business without which there would be no income and no profit. A university also needs initial capital investment to create infrastructure facilities and also to run the activities of teaching and research. What is common between the two is the need of resources and what is different is the sources of funds. A business house will raise funds through financial institutions, equity and other borrowings, and a university will depend on the grants, limited resource generation through contract research, returns from investments, renting out physical facilities, donations and fees from students etc.

For obvious reasons, for the universities, resource mobilisation today is more difficult than the business houses. Investors in business know what return they can get. Lenders to the business houses certainly know the return, share holders also expect good return, albeit at times slump in the market may affect their expectations. But at another time, the share holders can make up. In the cases of both, it is good planning, relationship and image that help mobilise resources.

Assuring Quality of Products/Services

Basically, it is the market force that has pushed and will continue to push the universities to go more and more by the business concept and use those tested and accepted tools of business management which will help achieve efficiency and cost-effectiveness. For this, a number of exercises and practices are involved. In the business management, where quality is the thrust, along with competitive cost not only to meet operational aspects but also the educational needs, benchmarking in respect of certain activities and functions is required. An International Benchmarking Club on University Management has already been set up. In 1996, universities from five countries joined together the Commenwealth's first university benchmarking club with the objective "to compare best practice across a range of common processes or activities".[6]

In the industry, quality assurance has been a thrust, for it is quality that would help compete in the market. That kind of need already prevails in the higher education system also. Students of tomorrow will be much more demanding and choosy for quality assurance for which they would pay higher fees. It is strongly believed that 'quality assurance will become a prime issue'[7] in the higher education.

A university is essentially a service sector which serves the society with its resources of generated knowledge that is transmitted to the members of the society. There was a time when university as the provider of education decided what it wished the seekers to learn. Today, it has to be 'customer-driven' rather than provider driven. In order to be the 'customer-driven' education, the universities have to change attitudes, reorient approaches and modernise the various activities of the university management so that the customer, that is the students at one stage and the employers as the end user, are happy. A business house has also to ensure an efficient and responsive management not only to the satisfaction but 'delight' of the consumers.

In Britain, students are discovering through public accountability, much more about individual institutions, and are becoming much more choosy about where they will go or which institution they should support.[8] The search for quality on the part of the students will be more and more as they face two situations. One, higher fees for education and two, greater competitive market for employment.

It has earlier been mentioned that in the higher education system also, quality assurance is being enforced through prescribed norms by the professional bodies. Academic Audit is now common among universities. The need for greater quality assurance will be felt more and more as the market becomes more competitive and the students demand increasingly high quality education. In a situation of high payments, the demand will be stronger.

Better Image Building and Projection

Much of what an organization — be it a business house or a university — desires to achieve depends on what kind of image it has been able to build. Building the right image, keeping it up, and projecting the same are crucial to the development planning of any organization. For both a business house and a university image is very important. Here too, objectivewise, there is commonality between a business house and a university.

When it is a question of image of an educational institution, image building is more difficult than a commercial organization or an individual for its reputation and image depends on a number of functions and performance thereof, and each area has its own clientele to be satisfied. It is the cumulative impact of reputation in all the relevant areas of functions that helps build the right image.

For a commercial organization, the target groups are not as wide as for an educational institution, unless that organization sells a very-very large variety of products all over. For it, the buyers and the share holders are important and there is a definite organised mechanism to reach them. If the products are good with good demand in the market and management is aggressive and viable, making impressive profits, image is just created both in the markets of consumers as also on the share holders.

In the case of a university, the various areas for which it has to build, correct and improve image, are as follows.[9] Reputation of overall teaching; reputation of research activities; reputation of discipline; reputation of teachers; reputation of students; reputation of management; and reputation of participation in social activities.

Primarily, a university has to satisfy the students with all facilities including quality teaching, welfare, personality development, protection from any outside interference etc. At the same time, for the same students, parents have to be satisfied that their sons and daughters are making good progress in studies and character building. And not infrequently, some parents for whatever right or wrong reasons, would express unhappiness in different degrees and manners if they feel in any way that the overall progress of studies is not good or that his son or daughter has influence of undesirable elements or factors leading to uncertainty in career.

To the public at large, a university has to have

good relation for without the cooperation and support of the society around, it would find many things difficult. Even for fund raising purposes, such relation is a must. A cordial relation with the civic body, local government officials and the governments both state and federal, is again a prerequisite for a large number of operational purposes, including of course grants for various purposes. It is important for the university that its relation with the funding agencies is not only good, but cordial.

Briefly, since a university is funded by a number of groups, e.g. students, governments, industry and donors, it has obligations to a larger number of people than what a commercial organization or an individual would have to care for.

In a democratic structure, some relationship with the political force is desirable, if not necessary. As representatives of the people, they have a say in any matter they think right. In any case, universities should take care to see that there is no negative relationship with any political force. They should not have any grouse against the university. At times, although their praise may not help, their negative attitude and remarks may cause harm or create difficulty for the university. Even a neutral relationship may not be against the interest of the university, rather than negative one which is surely against its interest.

Again, in a democratic set up, Press and TV are important. Their help as media to reach the people is really an advantage. Whether it is a first time image building or correction or improvement thereof, the media is the best help. A good relationship with the Press and TV is necessary as they would always prove to be helpful. However, lot of care is necessary to interact with them.

Aggressive Marketing

Marketing is vital for any business house. And, of late, it has also become important for the universities to survive and succeed. The concept and the basic techniques and tools of marketing have often been successfully applied in many universities and colleges in USA and elsewhere. In a fast changing scenario of scarce resources, high cost and keen competition, marketing has assumed greater importance than ever before. It is not only needed to survive and succeed, it is also needed to keep up the image of the organization be it a university or a business house. It is necessary that the "..organizations must know their markets, attract sufficient resources, convert these resources into appropriate products, services and ideas, and effectively distribute them to various consuming publics".[10]

In the case of a business house, marketing is really the core management area without which it is not possible to know the needs of the consumers with reference to their tastes, likes, dislikes and the buying capacity of different segments of the society. Nor is it possible to plan how to make the presence of the organization in the market be it a manufacturing sector or service sector. Marketing has always been important to the business houses. Today, it is crucial to survive and succeed.

In the changing scenario, marketing has become important for the universities to attract students, faculty and also foi contract research and to persuade donors. Limited resources and unlimited competiion has made marketing an important aspect of university management. Universities all over the world are now learning how to do effective marketing. Marketing is now being done both at national and international level.

Through marketing, the university would also be able to find out the changing needs of industry and other employers so that it can redesign the courses as would a manufacturing company do for its products to redesign to meet the changing needs of the market and also to compete with other products in the market, or a service sector to meet the needs of the clients and offer more attractive services than others in the market.

Conclusion

Admittedly, Business concept has been penetrating fast in the university system and that is primarily due to the resource crunch. Money being the most important factor playing decisive role, has forced the universities to look for those techniques, tools and experiences of the business house that would bring cost-effectiveness and efficiency at all levels. There is a growing tendency and need too, to follow many of the business approaches in the university system. However, there is the basic difference of profit making and distributing the profit among individuals. Even this may disappear in the 21st century at least in a number of institutions due to the market force. Universities today function to survive and succeed under great pressures from different segments of patrons. Government would demand accountability in terms of value for money, quality of education, good management practices and of course to follow the government policy. Donors would expect that the image of the university is maintained as best as possible so that they feel satisfied for having donated to the right ones, deserving ones. Students and parents would demand high quality education, environment and protection.

Universities in fact are subject to greater scrutiny by the public than any other public institution

for their role is related to the mental and career growth of the young boys and girls who are the harbingers of the future society. While there may be reasons to resent to adopt a good corporate culture, but when it comes to efficiency and cost-effectiveness, everybody expects the university to have this. But, without following certain known norms to achieve this, it is not possible to deliver the goods.

In their missions as they are such as, efficient management, resource mobilization, quality assurance of products/services, image building and marketing needs, there is not much of a difference. However, even when in future business approach may be deep rooted, there would always be the difference of ambience. On the whole, business approach is not only possible, much of the techniques, tools and experiences of the business houses have already penetrated into the system.

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Table : Comparative position of various similarities and dissimilarities between the Business House and University

Aspect	*Business House*	*Higher Education System*
(1)	*(2)*	*(3)*
Objectives	Basically created to generate wealth through manufacturing or buying and selling of goods or providing of services against payment.	Created to provide facilities to train young minds in different areas to meet the needs of the society against payment — direct and indirect.
Legal Status and Structure	It has to have a Registration with the Government with by-laws for transacting business, a Board of Directors for policy decisions to translate the *vision* of the Company.	It has to have a Central/Federal or State legislation, a Council/Board of Governors, Academic Council etc a Visitor/Chancellor to provide broad policy decisions to carry out the main objectives of providing higher education to the society.
Organization and Management	It will organize itself to achieve its objectives. Broadly, it will have a Managing Director, General Managers, Departmental Managers and Technical Personnel if it is a manufacturing one. Flexible management generally to meet changing needs.	It will have a President/Vice-Chancellor, Pro-Vice-Chancellor/Vice-Presidents, Registrar and other officers with supporting staff to provide support to carry out the main activity, that is Teaching, Research and Extension Services. Although highly democratic, management is not flexible.
Culture	Strong hierarchical culture. Profit motivated and sharing of profits by individuals.	Dominantly democratic than hierarchical with freedom of expression and experimentation. Both top-down and bottom-up policy, no profit motive, no sharing of surplus funds by individuals; only ploughing back surplus funds, if any.
Marketing	Identifying customers' needs and changing demands, creating influence on public with special reference to the company's products/services incentives etc.	Operating in a student market, faculty market, donor market and publics. Marketing has assumed greater importance in a competitive world both at national and international levels.
Products	Products could be heavy engineering machine, a consumer durable or just consumer products. They could be services like Banking, Insurance, Electricity supply etc.	Products are the trained and skilled students. Also, Research output and extension services to the community and students.
Funds	Loans from financial institutions, share holders money, public equity.	Grants from government, income from students fees, donations and income from contract research, investments etc.

Networking in Teacher Education

Anitha D. Shetty*

An Overview

The term "networking" is defined as the linking of organisations, institutions and individuals for a common purpose. Networks exist to foster self help, to exchange information, to change society. As each person in a network takes in few information he or she synthesises it and comes up with other new ideas. Networks share these newly forged thoughts & ideas.

Networking can assist development in three ways :

1) Exchange of ideas;
2) Sharing of resources; and
3) Utilisation of expertise.

It is essentially a process that occurs between personnel rather than institutions and top-down attempts to promote networking are incompatible with the nature of the process.

There is, however, need for a central policy which fosters the concept of networking while allowing flexibility for seeking participation at various levels. Educational research institutions which have an action research approach to issues of development are seen as natural centres for the development of networks.

Networking is essential to establish subject teachers associations and conduct seminars and workshops during vacations regarding upgrading of syllabi and courses of studies.

Teachers' organisations should serve as a clearing house for ideas, and as a unifying factor among many points of view to reflect generally the broad prospective concerning the development of teachers.

To arrange with the support and co-operation of appropriate organisations at the national and state levels to improve the quality standards of school education.

To collaborate with all concerned organisations. Public and private at the national and state levels to improve the quality and standards of school education.

Colleges of education should work in cooperation with the teachers and head masters of schools and lecturers and principals of various colleges.

Resource centres well-equipped with educational apparatus and aids which can be shared by a group of schools and training institutions within a specified area by using mobile vans should be established. The colleges of education should organise "Future Clubs" in the colleges and neighbouring schools.

The colleges of education should function in such a manner, so as to project their image as the "Centre of Teachers" community. "The teachers in service", should feel themselves like consulting the centre for their academic and professional problems. The formation of "Alumni Associations" would help to great extent in this respect.

The involvement of good teachers in schools around teacher education institutions, who may be quite competent from the point of view of content mastery and pedagogy may be a welcome input into the programmes of internship in teaching. It may bring in greater element of reality and thus bridge the gap between schools and training institutions. However, this has not been sufficiently and systematically explored.

The teachers as well as the schools should know about the immediate agency or institution which they can approach as and when they need professional help and feel assured that they will be welcome and will get the needed support. Two-way communication channels be strengthened for this purpose. This will enhance the effectiveness of the programme. The institution which had provided the initial pre-service education is the place with which the teachers feel the most comfortable.

To ensure effective and efficient implementation of the curriculum framework, proper networking of teacher education institutions is essential. The NPE-1986 also visualises creation of networking arrangements between institutions of teacher education and university departments of education.

Horizontal linkages among institutions of teacher education will enable the institutions to help one another by sharing educational resources. Vertical linkages with state, regional and national level institutions are needed to remove isolation of teacher education institutions from them. The national, regional and state level institutions have to constitute technical support system for the effective implementation of curriculum by the teacher education insti-

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tutions. As a result of networking arrangements the resource material and the facilities available at different levels will be mobilised for optimum utilisation. Besides this networking will facilitate development of required teaching and training capabilities for qualitative improvement of curriculum transaction in teacher education institutions. The expertise thus developed and available at one place can be utilised for the professional growth of teacher educators elsewhere.

To work in close collaboration with few schools of all types with a view to developing research and evolving better curricula and techniques of teaching.

To promote research in education, especially with an interdisciplinary approach.

One another way in which training institutions can keep in active touch with schools would be through their old students. Institutions for teacher education should have effective alumni associations which would periodically bring together old students from far & near to discuss problems of common interest with the college staff. Such discussions which would cover achievements of individual trainings and difficulties experienced in implementing the programmes envisaged while under training, would benefit the institution as well as the past students now working as trainers and provide opportunities for a follow up of the schemes of work planned in outline during the training period. The very idea that old students and the college staff would meet periodically to discuss reports of work and frame future programmes would keep up the enthusiasm of the students and lead them to try out their own ideas and projects instead of following routine methods. Such a close link between old students and the staff has immense potentialities for making teacher education dynamic and progressive.

To establish contact with a large number of institutions in order to have wider access to potential sources of information on innovative educational practices. Attention will be focused on collecting information on innovations about teaching methods, the development of curricula, teacher training and school management.

In a large majority of educational efforts a major weakness has been the absence of linkages between institutions and agencies. This absence of linkage has resulted either in duplication of resources or facilities or personnel making the expansion of the programme cost prohibitive. The work done by non-government agencies has often been disregarded although one would think that they would be in a much better position than bureaucratic structures to undertake innovation and adapt them for wider adoption.

Institutions by working on a common format and with a common focus, complement and supplement each others efforts, thereby enhancing the impact of inputs. Networking of institutions would help in the development of the optimal strategy for directing diverse efforts of different agencies for achievement of a common purpose. It is therefore of primary importance to ensure that institutions concerned with education not only collaborate but also work in unison in reaching specified goals by contributing the best that each one is capable of. This approach helps in widening horizons and taking into consideration the views of the others, thereby enables implementors to evolve a more effective approach.

Networking to deal effectively with the problem of improving the education delivery system through improved learning programmes, sustained upgrading of teacher competencies & skills and reduction of disparities in resources among large and small schools, and promotion of teacher participation in all activities aimed at the improvement of teaching and learning. Clearly evident is the deliberate attempt to foster cooperation, sharing and participation among teachers and administrators not just within each school but more importantly among schools.

The constantly changing scenario of science education would require linkages between one and the other tiers of education. Such linkages could work to the mutual advantage of all.

Multiple linkages, as in above, will permit exchange of experiences, information, awareness and solution of each other's problems and thus improve classroom performance of science teachers. Linkages of this type will also develop a sense of partnership between universities, colleges and schools to develop the much needed professional brotherhood helping each other to grow professionally.

Some of the areas to be highlighted when networking is done are Curriculum construction; Syllabus upgrading; Evaluation work; Visiting other institutions for resource persons; Common programmes for teacher motivation, teacher up-grading; for short term courses; cultural exchange; Innovations — practical results rather than theoretical presentations; and Community education.

Prof. Sneha Joshi has said — "Networking is coming closer, sharing experiences, innovations & resources". This is what we mean by networking in a nutshell.

Induction Training for Educational Administrators at Tertiary Level of Education

Fauzia Khan*

A university organisation consists of teachers, researchers, administrators and students. Their functions contribute to academic and management structure of the university. The management functions include planning, organising, staffing, directing and controlling. In every function of management, administrators have to take many decisions for the attainment of organisational goals. In a university system administrators can be classified into two categories, actions of both the groups are directed to the attainment of organisational goals. They are (i) administrators who are managing the department of general administration, (ii) the administrators who are managing the deptts. of studies. Both types of administrators play a key role and are responsible for decision making. To plan and organise a programme and coordinate various activities, it largely depends upon heads' ability, efficiency, alertness, imagination, experience and resourcefulness. Their role is pivotal as managers who are engaged in planning process and decision making as to what goals their organisation will pursue, what are the available resources including the human resource, to be put to use for realization of goals. The entire process involves managers in a continual series of decision making. Managements usually place decision making at the centre of management life. Thus educational administrator must supplement experience and intuition with more powerful tools and techniques of decision making. Organised and systematic process are necessary to cope with the demands of modern age. But it should be used with adequate knowledge of rules and regulations of the university.

Decision making is a very complex process. It requires that a single strategy be chosen on the basis of nature of decision. Generally educational administrators rely on traditional theory of decision making. Decisions are taken without carefully considering all the possible alternatives. In other words a person just decides upon a course of action because he feels that this is the best one. The fact is that all relevant elements must be a part of the decision making process. These elements are: decision making body, the decision options, uncontrollable factors.

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The decision making body may be an individual or set of individuals who make the decision. Single decision making body means one person is responsible for making decision; when more than one person carries the responsibility for decision, it is said to have a multi decision maker decision body. It is through decision making body that the organisation's objectives are interpreted and translated into operational criteria. Decision making body is an effective element of decision making process. It controls, evaluates and selects the alternatives considered — what information is relevant and how each option is evaluated.

The *decision options* are the available alternative courses of action from amongst which the decision body must choose the best one. The number of options in decision making can be any thing between two to infinity. In this sense simplest decision is that which involves taking recourse to Yes/No decision. The decision options can be classified in these categories : (a) given fully developed at the start of decision process (b) developed especially for the decision (c) modify readymade options with some customized features.

Uncontrollable factors are those parts of decision which having influence on the final outcome cannot be controlled directly by the decision body. For decision maker it is necessary to identify the factors which would influence the final consequences of decision.

Simon (1988) has very rightly said that a person makes decisions not only by absolutely logical analysis of facts, but also based on thinking and value system. A decision involves both question of facts relating to what is, and question of value relating to what ought to be. In short a person usually takes decision based on this thinking of what ought to be. It is because :

(a) A man does not have full knowledge of alternatives nor does he have full knowledge of consequences of each alternative.

(b) The future is uncertain and one has to necessarily imagine it. In doing so he is mostly affected by his value system i.e. how he looks at things.

(c) A decision maker just takes up a course of action which satisfies and meets his requirement.

There are several management science techniques which may be used at various points with the structured process when combined with informed judgements and systematic analysis. These methods can provide powerful assistance to management decision maker. The management science methods according to Sonder (1980) are value and benefit assessment, risk of alternatives assessment, and cost assessment. These methods are directly applicable to determining the relative importance of goals & objectives assessing to value. The systematic decision making process consists of the following steps (a) defining the problem (b) Identifying alternatives (c) Evaluating alternatives (d) Applying decision aids (e) Taking decision and (f) Implementation. The process is presented in the following flow chart.

After having discussed about various elements of decision making, let us look at the decision making process itself.

Decision Making Process

Problem properly defined is half solved. Often we address our remedies to what is merely a symptom rather than cause itself. Once the problem is defined properly, task of a manager is to search for available alternatives which should be considered for the evaluation. It is important to understand not only the benefits of each alternatives and how such benefits may influence the decision objectives but also the potential negative side of each alternatives. Decision maker should try to foresee the desirable and undesirable consequences of adopting each alternative. It would be useful listing down all the advantages and disadvantages of all possible courses of action.

Unfortunately many of the decisions made by experienced leaders in education system are based on habit, advice of some experts, snap judgement impulse or just plain chance. A decision maker should employ some decision aids. These aids intend to maximise the likelihood of reaching the best decision. After taking a decision, appropriate action must be taken to ensure that the decision will be carried out as planned. In an educational institution even the best decisions fail to be implemented due to lack of resources such as necessary funds, space or staff. Under such constraints, it is the resourcefulness of the decision maker that may come to rescue him and implement the decision. It is to be borne in mind that before moving on to the next problem, earlier decision has been implemented.

A Case Study

In order to know the status of decision making in institutions of higher learning a study was conducted on decision making process in institutions of higher learning. Generally in universities, Deanships and Headships rotate among Professors and in some even Readers are entitled to be appointed as Heads of Department. Most of those who get this chance for the first time face lot of difficulties in properly understanding their role and importance of their quick decision making. With this in view, following objectives were set for the study :

1. To study the decision making process used by the academic administrators.
2. To find out the components of decision making process.
3. To determine the style of decision making process.
4. To find out the constraints in decision making process.

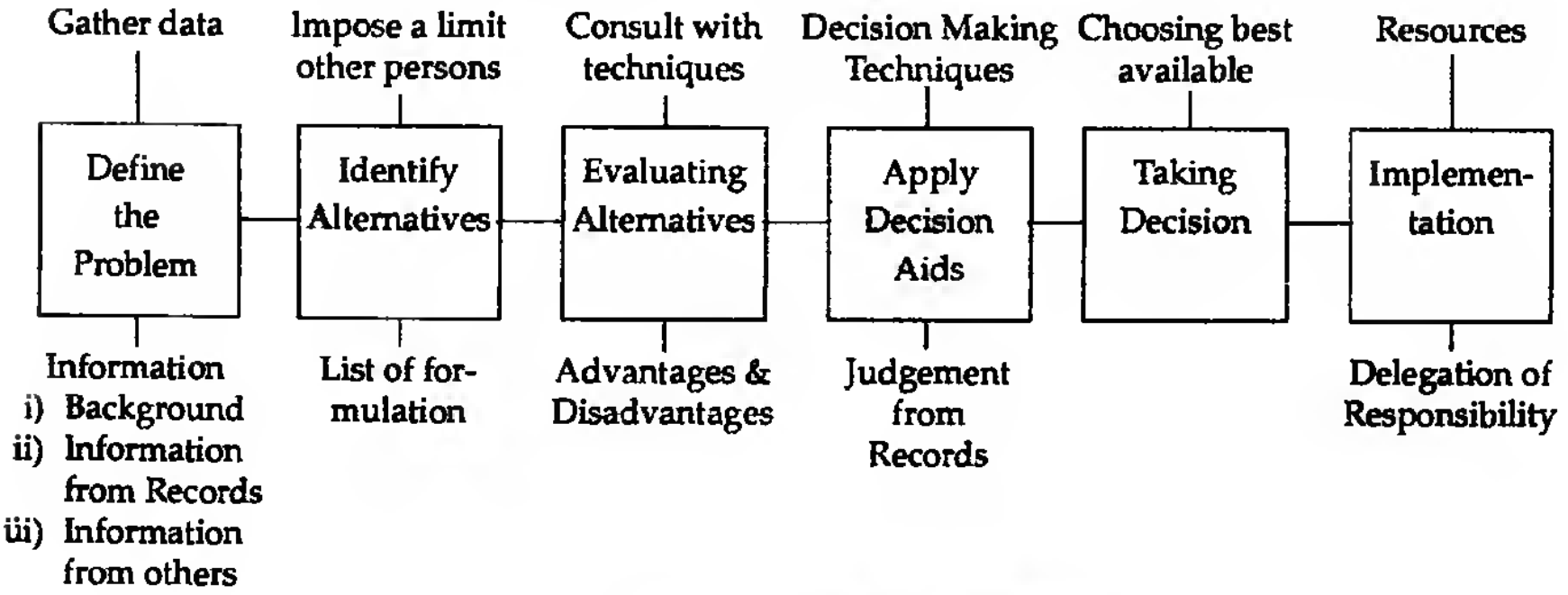

Fig. 1 : Decision Making Process

5. To identify training requirement for academic administrators.

Sample for the study comprised ten heads of the departments and two deans of the faculties in three universities situated in Delhi — Delhi University, Jamia Millia Islamia and Jawaharlal Nehru University. Thus a total of 30 Heads of the Departments and 06 Deans of faculties from these universities were approached for data collection.

Questionnaire : Questionnaire was used as the tool for the study. On the basis of scanning through some cases, and in the light of the role the sample subjects have to play and the knowledge & skills they should possess to perform their role effectively, Act & Statutes of University, a questionnaire was developed by the investigator. To refine and validate the questionnaire a pilot study was conducted on some heads of deptts. and deans of faculties of J.M.I. Analysis of data collected from pilot study led to modify some items in the questionnaire. The questionnaire comprised sixty three items spread over 4 areas of work : first was related to areas of decision making, second was decisional situation to assess the participation of teachers, students and karamcharis in various decisional situations, third was related to problems faced by administrators in taking decision and last part was related to training needs of educational administrators. The questionnaire was personally distributed and collected by the investigator herself.

The Outcome : The findings of research show (i) that the heads of the departments were taking decision according to their own understanding. They were hardly taking the provisions of Statutes and Ordinances of the University into consideration while taking decisions. Hence they were not using any systematic process. Organisations lay down not only policies but also the procedures to be followed. The person taking the decision must conform to prescribed procedure and must take relevant facts into account in arriving at that decision for its being effective.

The components of decision making process in universities are policies, procedures, resolutions of various bodies and authorities of university. Without adequate knowledge of policies, procedures and rules heads should not make any decision. Knowledge of these components becomes essential. This helps to judge all possible alternative courses of action. Conformity to rules and criteria for judgement ensures legitimacy of decision. The legitimacy of procedure is important for the applicabilities of the decision and the stability of an organisation.

(ii) Almost all the heads were of the opinion that participation of teachers and other concerned persons in the decision making process was necessary and was integral part of democratic process. They are using participative style of decision making. It is believed that persons functioning at lower level in the hierarchy are more familiar with the field problems and are likely to have a special contribution to make. Participative style was prevalent only at the departmental level on academic matters.

Decentralization of decision making at different levels was required for making timely decision and for effective implementation of decision and at least for the attainment of better results. Decentralization can reduce the distance between decision making and decision implementation. It is confined only on paper in case of universities. Though this process of decentralization of decision making employees of the organisation can share its powers and participate indirectly in defining and interpreting organisational policies. And this will increase a sense of belonging and commitment.

(iii) Heads were facing various problems in making timely decision. The major reason was that too much time of the heads was spent on routine administrative work. There is a need for the head to judiciously delegate the power, which can considerably reduce the load on heads and they can give more time to handling of other problems, which are complex in nature and required leaders time and higher level of managerial skills in solving them.

(iv) There were some major problems which were giving birth to various other problems. These were lack of funds, lack of support from various authorities of university and authorities were not open to suggestions. Pressures from different superior authorities in taking decision, conflicting situation within the deptt. or faculty, poor co-ordination among the central office and faculties were responsible for adversely affecting the decision making process.

(v) These problems can be minimized if the heads are well equipped with required knowledge & skills to play their role effectively. This objective can be attained through organising management development programmes as they are offered to the other sector of university administrators. Most of the heads admitted that they required different types of training programme. Training should be provided in the field of decision making, policy formulation, modern pedagogical techniques, organisation of para academic activities, office functioning, financial rules and procedure. Decentralization and participative

style of decision making requires higher level of managerial skills. Decentralization will increase the need for coordination between different levels and units of an organisation as participative style required more discussion and meetings for the development of consensus on various issues. Heads and Deans expressed the hope that they would learn these techniques through training experience which can give them expertise and managerial skill to perform these tasks, effectively and efficiently.

Conclusion

It is time for us to draw a lesson from this and broaden our horizon. The aptitudes, attitudes and our professional role and even our educational programmes are put to test to adopt to the realities with which we will be confronted in near future. Let us not forget that quality of life, more so in the coming decades will depend on the quality of education. The kind of administration that is prevalent these days reflects upon some of the conventional techniques of functioning that people have inherited through time or learnt through experience. In educational system formal requirements are rigid, administrators are applying age old methods for administering the institution, it is better to get rid of this rigidity in our behaviour and understand the concept of education, knowledge, behaviour and management with the help of new concepts like participative style of leadership, modifying and directing the behaviour.

National Institute of Educational Planning and Administration (NIEPA), Jamia Millia Islamia, Delhi University, Kakatiya University and some other institutions are imparting training to educational administrators. Teachers of the departments are not included in this type of training. In the light of findings of the study one can say that there should be some provision for them too, because they will get headship of deptts on the rotation basis. They should be equipped with some knowledge about the rules and regulations of the university and various schemes given by UGC and other agencies which will be helpful in administering the department & gearing its development. Educational administrators and teachers can learn a great deal on their own, provided motivation for learning is there. In most countries this type of training is done through professional organisations. It develops professionalisation which can be taken as collective growth of individual in a profession. Higher education system can be made more productive and responsive to social needs if it is managed on the principles which have led to achieving excellence in industrial and profit earning organisations. Understanding the meaning of management is not sufficient for becoming effective educational managers, one should also have certain orientation in management principles and possess managerial skills. Management practice developed in business organisations cannot be transplanted as such in educational institutions, adaptation should be according to emergent situation. Manager and management thus are not new, but what is new then? Professionally trained administrators in the university system. An administrator who has been trained in an academic environment through a well documented training course on principles of management and their applicability would be an asset for the system, otherwise a burden.

Till the arrangements are made in the management development programme for training academic staff in management technique, Academic Staff Colleges in the country can add to their functions the responsibility to conduct training programmes for prospective Heads of deptts. of studies in the university setup.

Higher Education & Development

Dr. Ketan Desai, President, Medical Council of India, New Delhi, delivered the convocation address at the Sixty-Sixth Annual Convocation of the Annamalai University. He said, "Our present system of higher education has indeed made significant contribution to the development of our country since independence. The most spectacular element of the system has been the building up of a large and highly trained pool of scientific and technical manpower which has helped the country to modernise and strengthen its industrial base, achieve self-sufficiency in agricultural production, improve health care, enhance irrigation and power potential, and take great strides in the fields of nuclear sciences, satellite communication, and oil exploration." Excerpts

The realistic evaluation of higher education through the portals of the universities has to be viewed in the backdrop of the objectives that we had set for ourselves in our Constitution in terms of constituting India into a Sovereign, Socialist, Secular, Democratic Republic and to secure for all its citizens Justice, Liberty, Equality, and Fraternity. It has always been felt that education plays a vital role in the achievement of these objectives. The National Policy on Education evolved in 1986 has rightly stated that "Education revives sensitivities and perceptions that contribute to national cohesion, a scientific temper, and independence of mind and spirit thus furthering the goals enshrined in our Constitution." It goes on to add that "in our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people." Such value on education should help eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism. On higher education, the policy document says, "Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral, and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is, therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the educational system."

I feel, I do not have to go over the internal scenario of the nation, wherein the Constitutional goals and professional ethics are undergoing increasing strains with separatism, regionalism, communalism, religious fundamentalism, linguistic fanaticism, and other such parochial attitudes which corrode the very core of our nationhood. Keeping our national objective in view, it may be justifiable as well as profitable for us to carry out a reappraisal of the extent to which education has succeeded in its role, in taking remedial measures to overcome the weaknesses. I think you will agree with me that this kind of review cannot be a one time measure but is something that must be done from time to time for the good of the nation. Here I am tempted to quote H.G. Wells who said, "Human history becomes more and more a race between education and catastrophe."

Our present system of higher education has indeed made significant contribution to the development of our country since independence. The most spectacular element of the system has been the building up of a large and highly trained pool of scientific and technical manpower which has helped the country to modernise and strengthen its industrial base, achieve self-sufficiency in agricultural production, improve health care, enhance irrigation and power potential, and take great strides in the fields of nuclear sciences, satellite communication, and oil exploration. Higher education has also spread reasonably amongst women in rural areas, and also amongst weaker sections of the society. It has thus provided vertical mobility for several suppressed and oppressed groups and has created a new kind of workers and intelligentsia, and a new type of leadership which did not exist before. It has also made significant contribution to the strengthening of democracy and to the more efficient administration

of this vast and complex society. It has promoted Indian languages and helped the growth of several social, political, and economic forces which have enriched the quality of our national life.

However, in my opinion, one of the major problems faced by the universities all over the country is that of discipline. This extends to teachers, students, as well as non-teaching staff. It goes without saying that, it is the teachers who have to set an example of disciplined approach to all the problems. I am also aware that there are other problems such as stagnation, transfers, poor service conditions, etc, and I accept that they need to be immediately attended to. But, as I said, in the larger interests of the nation, the teachers will have to set an example worthy of emulation. As far as students are concerned, let us endeavour to keep them out of politics and make them concentrate on their academic enrichment. As regards their legitimate problems, the universities should hold the responsibility of resolving them immediately so that they do not assume an agitational form. It is imperative for the university to have adequate student counselling in regard to higher and further studies, and futuristic employment avenues.

There can be no doubt whatsoever, that higher education plays a vital role in the progress and the development of the nation. Keeping in view the needs of other crucial sectors of the nation, it has to be seen, as to how the essential requirements of the educational sector can be met. Hard decisions will have to be taken on the questions of ill-conceived proliferation of colleges and growing trend of commercialisation. There is always the problem of consolidation and quality, vis-a-vis expansion and dilution of standards. Equally, it is mandatory that the Governments on their part meet the essential requirements of educational institutions that are well-established, and ensure regular flow of requisite funds.

I am aware that financial resources are the major constraints for our universities. In the backdrop of financial dependence of the universities, their so called functional autonomy is in peril. The time has come when the universities need to overcome their dependence on state finances and have to generate and augment their own financial resources by industry-university interaction and by collaboration with the potential employers of the university graduates. In spite of this hard reality, we cannot turn a blind eye to the fact that even now the country is investing its precious financial resources on education in a big way, and therefore has every right to expect them to produce the desired results, both in terms of national progress and individual achievement. This, I feel, is the challenge before all of us. Let it not be said in the years to come, that the planners and torch bearers of higher education in our country were not able to provide the necessary stewardship at the critical juncture for fulfilling the national goals. I feel it imperative that we have to make it a living reality by setting ourselves as examples to make the words of the former Prime Minister Pandit Jawaharlal Nehru come true : "A University stands for humanism, for tolerance, for reason, for the adventure of inquisition, and search for truth. It stands for the onward march of the human race towards higher objectives. If the University is discharging its duties adequately, then it is well with the nation and the people."

Community College Movement

The Community College Movement is taking deep roots in Tamilnadu and Pondicherry. It is emerging as an educational alternative system to provide the need-based, job-oriented, work-related, and skill-based training to young men and women of all categories, thus brightening their lives with hope, through skills development.

The Objectives of the Movement are

* *To include the excluded* — To suggest an alternative to the present system of education that promotes exclusion and elimination right from kindergarten to higher education.
* *Giving the best to the least* — In providing access and equal opportunity and ensuring cost effectiveness in skills development training to the economically, socially and educationally backward segments of society.
* *Matching education with employment* — To increase and enhance the employability of our young men and women so that they could take advantage of the innumerable employment opportunities that are available in the locality, determined by the indicative surveys and need analysis of the area.
* *Close linkage with industries* — Commercial houses and service sectors so that the curriculum and the training are relevant, purposeful and fulfil the needs of the community.
* *The participation of the community* — It is ensured by the leaders of the industry and community becoming members of the advisory boards of the Community College, and some of the Community Colleges have signed memorandum of understanding with the industries.
* *The development of skills and competencies* — As a necessary stage in the growth of social re-engineering and economic regeneration, after all our efforts at conscientization, organisation of people to fight for their rights, basic literacy and health and so on.
* *Enhancing the employability* — It would lead to the acquiring of jobs that are available thus resulting in the alleviation of poverty and furtherance of human resource development.

Community Colleges in South India

The Pondicherry University started the Pondicherry University Community College in October 1995. This was followed by the Madras Community College, started by the Archdiocese of Madras — Mylapore as the pioneering effort in Tamilnadu. It is encouraging to note the phenomenal growth of Community Colleges in Tamilnadu which numbers 15.

The Madras Centre for Research and Development of Community Education proposes to start Community Colleges at Periyakulam, Nanguneri, Kuthenkuly, Salem, Thanjavur, St. Thomas Mount, Sriperumbudur, Chennai, Dindigul and Chennai Corporation Community College., Tenali and Guntur in Andhra Pradesh.

All these Colleges follow these five stages towards their establishment as institutions : (a) The conceptual clarification of the Community College system; (b) Need analysis of the employment potential of the area; (c) The Feasibility study; (d) Industrial Collaborators meet; and (e) Determination of the programmes to be given and the starting of the College.

Many of the Colleges are functioning without recognition or approval by any recognised educational body. The Manonmaniam Sundaranar University has approved five Colleges under its jurisdiction. The University is making a serious attempt to formulate guidelines and norms towards the establishment and governance of these Colleges. The university is keen to encourage this movement with all the necessary checks and balances in order to maintain the quality and standard of the training given and also to prevent educational agencies from commercialising the system which would obstruct the fulfilment of the objectives of the Community College.

All the colleges follow the curriculum with four distinct components : i) Life Skills, ii) Work skills, iii) Internship and hands on experience, iv) Preparation for employment.

As the Community Colleges are emerging, it becomes imperative to monitor the process of development in order to give a distinctive direction and focus and the need analysis of the local community backed by scientific research, publication of books and articles, curriculum development, training programmes and preparation of resource materials in collaboration with industries, commercial houses, service sectors and

experts in community education and rural development.

All these could be done effectively through the establishment and promotion of Madras Centre for Research and Development of Community Education.

The objectives and activities of the Research Centre include :

* To promote and popularize the concept of the Community College system in India as an educational alternative through seminars and workshops.
* To help the Community Colleges to form and develop relevant, meaningful, need based, skill oriented and life coping curriculum and prepare the necessary resource material based on the need analysis of the employment opportunities of the local area.
* To establish links with industrial partners for curriculum development and training.
* To publish books and articles in the leading journals of higher education in the country in order to give a clear focus and direction to the Community College movement.
* To evolve short term and certificate courses for school dropouts, rural youth and rural women in order that they can find employment and also create self employment. One year diploma courses at a higher level with advisory boards from industries and trades for those who have completed their secondary school education.
* To train the teachers of Community Colleges in life skills and work skills.
* To create a learning resource centre for the development of various job-oriented programmes.
* To document the process and evolution of the Community College movement in south India.
* To enter with the international networking of Community College in U.S.A., U.K., Germany, Australia, South Africa and Canada through Internet and E-mail.
* To influence the State and Central Governments, Universities and UGC (University Grants Commission) to recognise and accept Community College system as an educational alternative and to work for the recognition of the diploma and certificate programmes.
* To serve as the coordinating agency and clearing house for Community College in South India in order that the experience and the expertise can be shared by all.

The Madras Centre for Research and Development of Community Education will be inaugurated on the 10th of January 1999 by the Secretary of the University Grants Commission, Dr. G.D. Sharma.

The Centre aims at serving the following target groups : School dropouts below 10th grade — Certificate courses; +2 (Higher Secondary grade) completed — one year Diploma Courses; Existing Arts and Science College students — one year Diploma Courses; These who have completed their Under Graduate Degree — one year Diploma Courses; Life long continuing education and updating skills for the workers of the respective areas; Self employment for rural youth and women.

The Centre would be happy to assist in the preparation towards the establishment of the Community College, in providing the curriculum for life skills and work skills in conducting training programmes for the Community College teachers, in being accessible through the learning resource centre which will have important books and relevant material for the various job-oriented programmes and the documentation on the Community College movement in India and abroad.

The Centre aims at application oriented, need based, job and skill oriented research to fulfil the needs of the local community in serving the economically, socially and academically disadvantaged groups in order to equip them with the skills required for the job market which would help them to earn their livelihood. This will be a tangible source of alleviation of poverty and human resource development.

All educational agencies that are interested to look into the Community College system as an educational alternative could contact Dr. Xavier Alphonse S.J., Director, Madras Centre for Research and Development of Community Education (MCRDCE), 13, Madha Church Road, Mandavelipakkam, Madras-600 028.

DU Platinum Jubilee

Professor Sarup Singh, the first Delhi University alumnus who rose to be its Vice-Chancellor and whose continuous association with his parent University spans 62 of its entire 75 years, was among the 13 distinguished academics, scientists and intellectuals who were awarded Honorary Degrees of Doctor of Letters (D Litt) *honoris causa* at a Special Convocation held recently to mark the Platinum Jubilee of the University of Delhi (1922-1997).

Prof. Singh joined Ramjas (Intermediate) College situated in

Daryaganj in 1935, began his career as Lecturer in English, Hindu College in historic Kashmere Gate (the then Delite environs of the New Capital of Imperial India) in 1940 and rose to be Principal KM College (1957-65), Head, Dept of English (1965-69), Pro Vice-Chancellor (1969-71) and Vice-Chancellor (1971-74) and is at present Professor Emeritus.

Mr Sydney R. Rebeiro, Dean Alumni Affairs, University of Delhi stated that it was a matter of great pride for the University that its student, who topped the MA (English) Class of 1940, also became an outstanding Chief Executive (VC) of his parent University.

Over 45 alumni and 35 teachers have risen to be Principals, Pro Vice-Chancellors and Vice-Chancellors of outstanding Centres of Learning in Delhi, in India and abroad, including Professor K.N. Raj (Director, Centre for Development Studies, Kerala), who played a crucial role in launching the stretegy of planned development while drafting the approach paper for the vital first Five-Year Plan 1952-57 of the Nation, and who were also awarded the Honorary D Litt. Dr. A.M. Khusro (VC Aligarh) Dr. G.K. Das (VC Utkal, Orissa) Dr. G.S. Randhawa (VC Guru Nanak Dev, Amritsar) Professors Bhim Singh Dahiya (VC Kurukshetra) B.S. Sharma (VC Kota Open Univ) Vachaspati Upadhyaya (VC LB Shastri Sanskrit Vidyapeeth) and Dr. Amrik Singh (VC Punjabi Univ Patiala), Dr. P.C. Patanjali (VC Poorvanchal Univ UP), and Dr. M.N. Srinivas (Director Institute of Social and Economic Change, Bangalore) are among the list, while over 35 alumni and teachers have risen to be Principals of DU colleges, possibly the seniormost being Dr. Sheila Uttam Singh (MA 1944).

The present Vice-Chancellor Prof. V.R. Mehta began his academic career in Ramjas College in 1964. Besides, the present Dean of Colleges, Dr. S.S. Rana, joined DU as MA (Sanskrit) student in 1956.

Another interesting feature of this Special Convocation was that the Rector of the University, Mr. Vijai Kapoor, Lt-Governor of Delhi, the Chief Minister, Mrs. Sheila Dikshit, and the former Chief Secretary, Mr. P.V. Jayakrishnan IAS are alumni, while Delhi School of Economics' first topper in MA (Eco Stats) Prof. S.B. Tendulkar (Class of 1962) was Director, Delhi School of Economics in the University's Platinum Jubilee Year (1997-98).

Dr. Charanjit Chanana, Dr. Man Mohan Singh, Dr. C.D. Deshmukh, Dr. V.K.R.V. Rao, Mr. Salman Khursheed, Ms. Maneka Gandhi and Mr. P.R. Kumaramangalam are among the alumni and faculty who are, or have been, Union Cabinet Ministers, while over a dozen Secretaries, Government of India including Mr. P.R. Dasgupta, Ms. Kiran Agarwal, Mr. N.K. Singh, Mr. K.B. Saxena and Mr. Piyush Mankad are products of Delhi University, as are career-diplomats Mr. Kamalesh Sharma, India's Permanent Representative to The United Nations, and Mr. Ramu Damodaran, who is with Peace Keeping Operations in the UN and Dr. P.L. Malhotra who was Director/Representative UNESCO to the United Nations in Geneva.

Alumnus Montek Singh Ahluwalia, former Finance Secretary and now Member Planning Commission, was underage in 1959 and consequently missed an academic year inspite of having topped the Senior Cambridge Class of 1958. He later became President of the Oxford Union, and alumnus Gopal Gandhi IAS, great grandson of Mahatma Gandhi, was Ambassador to South Africa in the crucial first years of President Nelson Mandela's tenure and is at present Secretary to the President of India.

Alumnus Rahul Bajaj is the first South Asian to be elected Chairman of the Council for World Economic Forums, Switzerland 1998, while Dr. Bharat Ram CMD, DCM 1958-85, and Mr. K.K. Birla, Founder of the multifaceted Birla Empire, are among alumni who have given radical direction to the South Asian Business-Corporate World.

Ms. Usha Narayanan, the First Lady of India, is a postgraduate product of Delhi School of Social Work, while Nobel Peace Prize Winner Ms. Aung San Suu Kyi studied at Lady Shri Ram College, Ms. Sushmita Sen (Miss World 1994) was at Maitreyi, Dr. Kapila Vatsyayan (Director IGNCA and President IIC) studied at Hindu and Miranda House and Nobel Laureate Amartya Sen, who received the Nobel Prize for Economics, taught at Delhi School of Economics (1963-71).

Commerce Education in Andhra Pradesh

Osmania University (OU) Vice-Chancellor Prof. V. Ramakistayya called upon teachers to reorient themselves to suit the requirements of the changing academic scenario. He was participating in a seminar, "Commerce education in Andhra Pradesh : Future Challenges", organised by the Pragati Maha Vidyalaya in Hyderabad recently. He said that enrolment in arts and commerce subjects in the first degree level had been declining due to the advent of Information Technology.

"Though commerce tops the enrolment list at first degree level, the number of students opting for the course is fast declining due to the rise in the popularity of computer education," he said.

Students started enrolling themselves in commerce course after the OU introduced a fresh combination of commerce with computer courses, he said.

Prof. Ramakistayya said that the academic system should adapt itself to the changing scenario.

"It is not only the industry or business community, but the academic system as well should prepare itself to the changing requirements," he said.

The Vice-Chancellor said that the Central Board of Secondary Education had been planning to promote commerce as a subject on large-scale from the Intermediate level.

Andhra Pradesh State Council of Higher Education chairman Dr. C. Subba Rao said that there was a glaring difference between the southern parts of the country and northern India in regard to the choosing of subjects, especially arts and commerce.

"Students of north India would give more preference to arts subjects, in particular economics, whereas the southern students go in for science and technical subjects," he said.

He said that teachers played a vital role in making arts subjects relevant by transforming themselves to meet the new challenges.

Observing that there was a paradigm shift in education, Dr. Rao said that society had set an agenda where teacher-oriented curriculum had slowly changed to learner-oriented curriculum.

Seminar on Human Rights Education

A three-day UGC sponsored seminar on Human Rights Education was conducted by the Department of Education of the Madurai Kamaraj University. The seminar was inaugurated by Prof. M. Salihu, Vice-Chancellor of Madurai Kamaraj University. 25 Teacher-educators from the different colleges of Education and the university departments of Education of universities of Tamilnadu participated in the seminar. Papers were presented on Human Rights Declaration, Indian Constitution, important Supreme Court verdicts, Rights of Labourers, Violation of Human Rights on different sectors of population, Promotion of Human Rights Education through teaching of learning.

The participants discussed in groups and came out with certain recommendations with regard to the dissemination of the Human Rights culture among students.

Reorienting the NSS

The Kurukshetra University is reported to have given new guidelines to colleges affiliated to it for providing reorientation to the National Service Scheme (NSS). Comprehensive directions were given to the NSS Programme Officers by Dr. M.L. Ranga, Vice-Chancellor of Kurukshetra University at the inaugural function of a Refresher Course held recently.

The NSS confined its activities to cleanliness of villages, road construction and some literacy programmes only. To make it more utility-based for rural people Dr. Ranga prepared new programme for the NSS Programme Officers He felt that the NSS could do yeoman's service in tasks and programmes aimed at providing better living conditions for rural areas. Energy of the youth at the College and the University level should be canalised towards this. This would also help the educated youth to spend free time for the betterment of society and uplifting standard of life in villages.

Giving guidelines to the Programme Officers Dr. Ranga wanted them to take the help of voluntary organisations which could help them in taking up bigger welfare tasks without incurring any money. He maintained that the NSS undertake cleanliness drives and examination of health facilities for children and the mothers alongwith government doctors. It could also help in child vaccination, blood donation camps, removing illiteracy and needy patients in hospitals. It could take steps for educating people about contagious diseases by helping them to maintain cleanliness. Besides, the NSS should take up the job of training poor people in under-developed areas for earning livelihood. It can organise legal literacy camps so that villagers did not become frequent victims of litigation.

The Vice-Chancellor asked the Programme Officers to help people during floods and also help the accident victims on the road side for carrying them to hospitals. NSS volunteers could educate people about the harmful effects of the AIDS, liquor drinking, leprosy etc.

Teaching of poor children as well as career and vocational guidance to the educated youth at the village level could be another useful task. NSS volunteers should help in bringing social awakening through cultural programmes and help the aged in looking after their health in old-age homes.

The Programme Officers were asked to teach NSS volunteers for helping regulating crowds during big religious gatherings like Solar Eclipse, Kumbh Melas etc. They

should teach people to check pollution etc. NSS students could provide free tuition to the junior students and members from the Scheduled Castes and Scheduled Tribes who could not afford to pay high tuition fees. Likewise select few from amongst the NSS volunteers could be engaged for preparing students for entrance tests and other job-oriented courses otherwise very expensive in privately run institutions.

The Vice-Chancellor wanted them to also work for ending the bonded labour and social evils.

Comprehensive instructions issued by the Vice-Chancellor are likely to inspire activities of the NSS in universities and colleges of the state. About 45 NSS Programme Officers from Haryana, Jammu & Kashmir and Himachal Pradesh attended the training programme.

Bhatkhande Memorial Lecture

The sixth series of Pandit Vishnu Narayan Bhatkhande Memorial Lectures, instituted by the Indian Musicological Society (IMS), were delivered as one consolidated lecture-demonstration, in Delhi, by Prof. Sushil Kumar Saxena, retired Professor of Philosophy, Delhi University. The event was organised by IMS in collaboration with the Faculty of Music and Fine Arts, Delhi University.

Prof. V.R. Mehta, Vice-Chancellor, Delhi University, in his inaugural address, stressed the need for researches in Indian Music and making music, in all its dimensions, available to the different stratas of the Society. He lauded the activities of the Faculty, and congratulated the Indian Musicological Society for its more than two decades of service to musicology.

The theme of Prof. Saxena's discourse was, "Hindustani Music : Some Basic Reflections". The script of the original essay in English meant for the Memorial lecture was capsulized by Prof. Saxena as a lec-dem in Hindi, synthesizing-abstracting issues, which involved philosophical aspects of the subject and analysing-elaborating certain points requiring examples. The live vocal demonstrations, gained poignancy, since these were presented as chiselled compositions with accompaniment of either tabla or pakhavaj for metrical accuracy as well as for aesthetic enjoyment.

Presenting his hypothesis, Prof. Saxena redefined several features which distinguished music as an art, music being radically creative. It was pointed out that rhythm acted as an essential character of the whole work, since the *laya*, at once sets the pace for the entire subsequent play of the flow. Turning to the role of *swara*, it was emphasised that aesthetic clarity was perfectly compatible with the brevity or even instantaneousness of the details attended to. Illustrating the point, with vocal demonstration, Prof. Saxena observed : "The *rishabh* of *raga Sohni* admittedly calls for some explicit prolongation in the *taar saptak*; but the *rishbah* of *Puriya* does not permit any lingering. We may note also that the definition in question does not cover the full reality of a *swara*. It is true that if it is sung or played properly a *swara* appears to be sweet in itself or independently. But its existence in the scale is surely not independent. A *re* is truly itself only if it is located at proper intervals from — or is rightly related to — its melodic neighbours, namely, *Sa* and *ga*. In other words, the total reality of a correct *swara* comprises two aspects : its independent appearance (to the listening ear) and its dependent existence (in the scale)". On the role of the *Raga*, the speaker redefined the concept, "Now, in respect of this basic concept, perhaps the least discussed, but important question is one which relates not so much to textbook theory as to a detail of the way in which the more sensitive of our vocalists speak of a *raga*. On the implicit assumption that a *raga* is a living organism, a (virtual) personality, they decry a deviation from its grammatical form as a mutilation of its limbs and/or as a profanation".

What is a good composition (or *bandish*) ? The speaker gave a number of examples of *Khyal* and *Drupad* compositions, sung either by himself or by assisting musicians in support of his conceptual understanding of the philosophy and aesthetics of the classical art of music. He said in his concluding remarks. "As for composition (or *bandish*), a good one is that which does not only include or embody a *raga* and a *tala*, but integrates them also, we may note with the meaning of the text. One clear mark of such integration is the working or what I call *aamad*, following the late Ustad Chand Khan. What I mean by this creative device may be put thus. Instead of a merely placid, end-to-end correspondence with the extent of the *theka*, the *sthayi* can be made to evoke a semblance of self-gathering. In other words, from a particular moment of its fabric, it may seem to gather itself into an oriented passage towards, and then eventually and immaculately at the *sama*".

We Congratulate...

Dr. P.L. Gautam, who has been appointed Director of the National Botanical Research Institute, Lucknow.

News from Agricultural Universities

National Seminar on Seed

Over 200 farm scientists and representatives of the seed companies from across the country recently converged at CCS Haryana Agricultural University to deliberate on issues concerning seed production, Indian seed industry, seed export policy, patenting, etc at a three-day national seminar on seed.

Inaugurating the seminar, Mrs. Krishna Gahlawat, State Agriculture Minister, Haryana said that though seed was important for providing food security to the country, yet seed quality aspect was not given much attention.

She said seed, in the past, had played key role to transform Indian agriculture, but due attention had not yet been given to ensure supply of quality seed, and as a result the farmers were forced to use substandard seed. Giving example, she said most farmers in agriculturally advanced states were using seed of even major crops like wheat, rice, cotton that did not meet even minimum seed standards.

Similarly, seed replacement rate, which was another important factor in realizing higher crop yields, did not achieve the desired growth, she said, adding that the growth in the use of certified seeds of all major crops except mustard during the period 1980-81 to 1995-96 had been far below the plan targets.

Talking about poor crop stands and low yields of crops like cotton in north India, the Minister stressed testing the vigour of seed before making it available to the farmers. This being an important aspect, she called upon the scientists to train the staff of State Seed Testing Laboratories in conducting these tests.

Mrs. Gahlawat said that the demand for quality seed was bound to witness a phenomenal increase in the wake of population increase. To ensure food and nutritional security to this burgeoning population there was need to develop such crop varieties which besides being resistant to major diseases and pests, also possessed high yield potentials, she said.

The Minister also impressed upon the scientists, planners and administrators to provide necessary impetus to the seed industry so that it could emerge as a key export industry in the country.

Prof. J.B. Chowdhury, Vice-Chancellor, CCS Haryana Agricultural University, who presided, described seed a carrier of technology. He said that in the changed scenario after the implementation of WTO treaty, the seed was going to become a powerful weapon in the world. So, to save the poor farmers from exploitation by multi-national companies, the Indian Seed industry needed to be vigilant enough on the developments taking place around the globe and bring desired structural changes in its seed development programmes, he added.

The Vice-Chancellor said that to ensure quality seed to the farmers, there was need for strengthening seed technology research and development of human resource in this field, besides maintaining strict seed quality regulations. Highlighting the initiatives being taken at CCSHAU in this direction, he said the quality seed production had received top priority. He said a seed technology centre had already been set up and efforts were afoot to bring more land under seed production.

He cautioned the scientists to be more concerned about plant quarantine, for any dereliction in this regard could play havoc with the country's agriculture.

Fertilizers for Yield & Quality

Dr. J.B. Chowdhury, Vice-Chancellor, CCS Haryana Agricultural University expressed concern over the imbalanced use of fertilizers by the farmers. Inaugurating a 2-day training course on "Efficient Management of Fertilizers for increased yield and quality of field crops, vegetables and fruit crops" he regretted that due to this lapse by the farmers, the production as also the soil fertility had been affected adversely. He said that after attaining self-sufficiency in foodgrains, India could not yet become an export oriented economy.

Organised by the Directorate of Extension Education of CCSHAU, in collaboration with the Potash and Phosphate Institute of Canada (India Programme), the training course was attended by the extension specialists and faculties of the Agronomy, Horticulture, Vegetables and Agroforestry. Dr. Chowdhury appealed to the participants to sensitize and enlighten the farmers about the importance of proper use of fertilizers as also the benefits that could accrue out of the present export potential of fruits, vegetables, flowers and dairy products. He said that with the diversification of Indian agriculture, no doubt, farmers had started growing a group of crop mix like pulses, oilseeds, cereals, fruits and vegetables but this diversification had not taken off the way as it should have been in Haryana whose several districts were located in the national capital region. Alongwith

the emphasis on higher production of these crops, there was need of ensuring the quality of exportable commodity.

Dr. R. Yamdagni, Director, Extension Education disclosed that major emphasis during this training course would be laid on acquainting the participants with the newer technology of cash crops. He identified livestock as an another sector which could earn the country's sufficient foreign exchange.

News from UGC

Countrywide Classroom Programme

Between 15th and 21th January, 1999 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 9.30 to 10.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 6.30 a.m. two days a week i.e. on Saturdays and Sundays. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

Hindi Programmes are being telecast on Mondays to Fridays from 6.00 to 6.30 a.m.

15.1.99

"Perspectives in Modern English Literature – Modern Drama-3 : The Empty Stage"

16.1.99

"Comet Charisma-5 (1995-1997)"
"Fifty Years of India — Indian Economy-2"
"International Programmes"

17.1.99

"Swimming Sensation : V. Kutraleeswaran"
"From Science & Society to Science in Society-1"

18.1.99

"Exploring Eden — Succession of Mangrove"
"Touch of Genius"

19.1.99

"Disha-3 : Journalism"

20.1.99

"Feeling Good-3"
"Plant Immunization-New Defence"

21.1.99

"Question Time-97"
"Jhelum — Purity to Pollution"

Hindi Telecast

प्रात: 6.00 से 6.30 बजे तक

15.1.99

"यादों की दहलीज पर गज़ल का सफरनामा : भाग-1"
"बख्तियार : भाग-3"

18.1.99

"कार्यकलाप में जूट"
"एकीकृत हानिकारक कीट प्रबंधन"

19.1.99

"प्राचीन पर्वतीय सरिता"
"कला के माध्यम से शिक्षा : जरा सोचिये"

20.1.99

"दोलन गति : भाग-3"

21.1.99

"वंदे मातरम् : जलियांवाला बाग और वीर सावरकर"
"होल्कर छतरी वास्तुकला : भाग-1"

News from Abroad

ICDE Conference 1999

The 19th World Conference on Open Learning and Distance Education will be held at Vienna/Austria on June 20-24, 1999. The main theme of the Conference "The New Educational Frontier : Teaching and Learning in a Networked World" will be explored from three perspectives i.e. Building the university of the future; Building the school of the future; Developing the company and workforce training of the future.

The topics proposed to be discussed include (1) Open learning and distance education as a strategic tool for development : Developing countries, Take-off countries, Developed countries. (2) The new learning environments : The technology/pedagogy interface; Virtual universities, virtual schools, virtual training, Learner support and instructional design. (3) Globalisation of education — benefits and constraints : Networks and mega universities, Cross national quality control and certification, Diversities in culture and language. (4) Policy and strategy development : International, National and regional, Institutional, Alliances and partnerships. (5) Breaking down barriers through education and training : Social and cultural aspects, Regional and economic aspects, Gender issues. (6) Markets and marketing : Needs and demands, Offers and strategies.

Further details may be had at Website : http://www.icde.org OR Secretary General

International Council for Open and Distance Education (ICDE), Gjerdrumsvei 12, N-0486 Oslo; Fax : (+47/22) 95 07 19; E-mail : icde@icde.no

BOOK REVIEW

Objective & Judicious

H. Kalpana*

Rajnath. Critical Speculations. Delhi, Doaba House, 1996. Pp. x+218. Rs. 450.00

Rajnath's *Critical Speculations* uses a fine blend of purpose as well as craftsmanship. The book is a hard bound edition with an elegant cover. Reading the book is a delightful experience as it provides not only interesting evaluation but also a perceptive insight into the speculation of texts and theories critically. There are no printer's devils hindering our understanding of the text.

Most academics in our country tend to reveal their likes/dislikes quite strongly but there are no clear standards maintained in their perception. It is in this area that Rajnath scores. In fact, a statement made in the preface "The essays in this volume seek to avoid, as far as possible, preconceived notions and sweeping generalizations", is commendable for the simple reason that the book endeavours to set certain standards.

The book is a collection of essays published at various times. The essays are arranged in four sections. It is, however, not certain why there are four sections as there is no clear cut demarcation between the sections. The accent of the book can be found in the opening two essays : "Metaphor, Language and Literature and Contemporary Criticism" (1994) and "The Death of the Author" : T.S. Eliot and Contemporary Criticism" (1989). The eassy on metaphor begins with Aristotle's concept of Metaphor and goes on to trace the language of literature as perceived and conceived by contemporary critical theorists at different points of time. There is no denying the author's theory that the beginnings of postmodernism had its beginnings in modernism. The present day critics have reverted back to modernism feeling that most of the postmodern complexities have been explained in modernism. The second essay "The Death of an Author : T.S. Eliot and Contemporary Criticism" is a very innovative, thought provoking essay forging a new field of thought juxtaposing the position of the empirical author and the implied author. For blending this line of thought Rajnath has taken Eliot's criticism and pointed out the relevance of these two positions, namely the empirical author and the implied author. Through the standpoint of Eliot the essay attempts to bring out the contemporary critical viewpoints and the continuity that exists between the two. The next two essays— "The New Criticism and Deconstruction : Attitudes to Language and Literature (1984) and "A Critique of Reader-Response Criticism" (1986) once again discuss a number of contemporary critics and their relevance. The essay on Reader Response criticism, moreover, attempts to display the objectivity contained in this form of criticism. The section closes with an essay on "The Critical Achievement of F.R. Leavis" (1982).

Out of seven essays in sections II and III five essays are focused on Eliot. T.S. Eliot is judged with Yeats on Personality and Impersonality — "Yeats, Eliot and Personality/Impersonality" (1987) while the next one focuses on "Sri Aurobindo and T.S. Eliot" as critics (1977). The last essay, "T.S. Eliot on Shakespeare" (1991) in section II gives a perceptive inner angle to Eliot's views on Shakespeare. In judging Yeats and Eliot the author estimates that Yeats draws inspiration from his personal elements whereas Eliot becomes totally objective and discharges all his personal emotions. But this aspect is also the reason for Eliot's ability to be a sagacious and sound critic. The author's judgement in comparing and contrasting Sri Aurobindo and Eliot are very judicious. The hallmark of a good critic is his ability to evaluate and provide strong arguments and I think this is illustrated by his viewpoint on the difference between Sri Aurobindo and T.S. Eliot as critics. He states "...Sri Aurobindo's *Future Poetry* is a literary history along critical lines. Eliot, on the other hand, writes literary criticism in which he makes full use of analysis which according to him is one of the tools of a critic". T.S. Eliot on Shakespeare chalks out the dilemma of Eliot in acknowledging Shakespeare his due. Section III too has an essay on Shakespeare, "Love and Imagination in *A Midsummer's Night's Dream*" (1984). Even though the author seems to be motivated by the fact that sweeping generalisa-

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tions are made in assessing texts, the fact is that there has been some extremely good work done on Shakespeare and it is not possible to discredit and discount these readings.

"Whitman, Eliot and the *Bhagavadgita*" (1983) and "Eliot, Pound and the *Wasteland*" (1972) are the first two essays in Section III. While the former voices opinions of Eliot and Whitman's perceptions of the essence of the *Gita*, the latter examines Pound's influence on Eliot's *Wasteland*. The third essay "Poetry, Language and Reality : Some Notes on the Poetry of Robert Creeley" (1984) displays the link between language and literature through an expostulation of Creeley's works.

The two essays in Section IV, namely, "Poetry, Personality and Impersonality" (1985) and "Poetry and Belief" (1987) are useful for understanding the nature and working of poetry. The first essay takes into consideration the romantic and classical approaches to poetry with illustrations from varied poets such as Dryden, Herbert, Wordsworth, Eliot and Cummings. The second essay begins to examine the cultural value that poetic belief may contain and concludes that poetry may be essential to make us better human beings.

Some of the general essays are very relevant to students of literature for a new understanding of theories and their relevance. The book is a useful asset to academicians interested in criticism as it allows a judicious judgement to pervade throughout the text. Literature lovers too may find it a useful handbook to increase their perception of T.S. Eliot. The only hindrance in obtaining the book is the high cost of it.

COMMUNICATION

A Varsity Moves into Villages

The fascinating account of M. Boraian and N. Narayanasamy in "A Varsity Moves into Villages" (*University News*, October 26, 1998) can serve as an eye opener for all higher educational institutions in our country.

As the students are enabled to see their responsibility to their society experientially during their period of study, they will hopefully become more responsible citizens of the society. The noble service of the teachers of Gandhigram Rural Institute will go a long way in making a brighter rural India. If this model is followed sincerely, Dr. A.P.J. Abdul Kalam's second vision 2020 for India can be achieved in a shorter duration.

All that the teachers and students have done for the villagers is commendable and exemplary. The teachers cleaning the clogged toilet, though for their own use, is especially noteworthy. Just because one has a Ph.D. and a university job does not mean that one has dropped down from heaven. In fact, one can go to heaven as a self-realized person, if one serves the neglected fellow beings sincerely as Swami Vivekananda and Mahatma Gandhi were never tired of demonstrating all through their life.

The episode of the drunkard, transformed into the president of the cultural evening, is an interesting comedy but profoundly meaningful. It underscores the need for massive de-addiction programmes in the rural areas. A social health worker may not succeed in such cases. But the team of GRI teachers and students can change the lives of many able men who ruin themselves and their families by this evil habit.

May the dedicated service of the GRI teachers and students continue steadily and emulated by students and teachers elsewhere.

P. Dhanavel
Department of English,
Tripura University,
Agartala-799 004.

Adhoc Lecturers in Colleges

This has reference to J.N. Kapur's article "Adhoc Lecturers in Colleges" (*University News* Vol. 36 No. 46 dated 16.11.98 page 8-9). Appointment of Adhoc Lecturers is prevailing even in Central Universities and Government Colleges with a belief that University Grants Commission (Qualifications required of a person to be appointed to the teaching staff of the University and Institutions affiliated to it) Regulations, 1991 are not binding in case of adhoc appointments.

When unqualified persons (not possessing qualifications prescribed by UGC Regulations, 1991) were appointed ignoring a NET Candidate in a Central University and UGC was approached, it was not helpful on the ground that the appointment was meant for a temporary period, in other words, adhoc with an assumption that the aggrieved NET qualified candidate may not seek judicial remedy in case of temporary/adhoc appointment.

Prior to 1.1.1973 revision of pay scales of University and College Teachers, Tutors, Demonstrators, Assistant Lecturers, Associate Lecturers etc were teaching for lesser wages and now adhoc lecturers are replacing them.

K.V.V. Satyanarayana
Librarian,
Dr. Ambedkar Government Law College, Pondicherry-605 001

AGRICULTURAL SCIENTISTS RECRUITMENT BOARD

KRISHI ANUSANDHAN BHAVAN, PUSA : NEW DELHI-110 012

Advt. No. 1/99

Applications are invited for the following Scientific posts under the different Institutes and Headquarters of the Indian Council of Agricultural Research, New Delhi.

ASSISTANT DIRECTOR GENERAL

Pay Scale : Rs. 4500-7300 (Pre-revised)

Indian Council of Agricultural Research Headquarters, New Delhi

1. Assistant Director General (Seeds). (One Post)

Qualifications Essential : i) Doctoral degree in any branch of Plant Sciences. ii) At least 5 years experience as a Principal Scientist (Rs. 4500-7300) or in an equivalent position. OR An eminent Scientist having proven record of scientific contribution working in a reputed organisation/ institute having atleast 18 years experience in the relevant subject. iii) Evidence of contribution to Research/ Teaching/Extension Education as supported by published work/ innovations. iv) Specialisation/experience in Seeds production/crop improvement/seed technology research. *Desirable :* Experience in a Research Management Position and understanding of IPR and/or Biodiversity issues.

PRINCIPAL SCIENTIST & CHIEF TRAINING ORGANISER

Pay Scale : Rs. 4500-7300 (Pre-revised)

Age : Below 50 years (There will be no maximum age limit for the ICAR employees. Relaxation to SC/ST candidates may be given in accordance with the orders issued by Govt. of India from time to time).

CENTRAL INSTITUTE OF AGRICULTURAL ENGINEERING, BHOPAL

2. Principal Scientist (Soil & Water Conservation Engineering). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Engineering. ii) 10 (Ten) years experience excluding the period spent in obtaining the Ph.D. degree (subject to maximum of 3 years) in research/teaching/extension education provided 3 years experience is as a Senior Scientist (Rs. 3700-5700) or in an equivalent position. iii) As in Item No. 1 (iii) above. iv) Specialisation in Irrigation Engineering/Soil and Water Conservation Engineering.

NATIONAL RESEARCH CENTRE FOR WOMAN IN AGRICULTURE, BHUBANESWAR

3. Principal Scientist (Home Development Resource Management). (One Post)

Qualifications Essential : i) Doctoral degree in Home Science, ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in Household/Family based module on farm research.

CENTRAL SHEEP & WOOL RESEARCH INSTITUTE, AVIKANAGAR

4. Principal Scientist (Animal Reproduction). (One Post)

Qualifications Essential : i) Doctoral degree in Animal Reproduction/Animal Physiology with specialisation in Reproduction. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in semen freezing and embryo transfer technology and cryopreservation.

NATIONAL RESEARCH CENTRE ON BANANA, TIRUCHIRAPALLI

5. Principal Scientist (Horticulture). (One Post)

Qualifications Essential : i) Doctoral degree in Horticulture. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in research in fruit crops, especially Banana.

NATIONAL RESEARCH CENTRE FOR CITRUS, NAGPUR

6. Principal Scientist (Horticulture). (One Post)

Qualifications Essential : i) Doctoral degree in Horticulture. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation and experience in the field of fruit crop research with special reference to Citrus.

7. Principal Scientist (Horticulture) (PHT). (One Post)

Qualifications Essential : i) Doctoral degree in Horticulture. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in Fruit Crop research with emphasis on post harvest management aspects.

NATIONAL RESEARCH CENTRE FOR GROUNDNUT, JUNAGARH

8. Principal Scientist (Plant Breeding). (One Post)

Qualifications Essential : i) Doctoral degree in plant breeding/Genetics and plant breeding. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in plant breeding related to crop improvement. Experience of research in oilseed breeding specially in groundnut.

9. Principal Scientist (Agronomy). (One Post)

Qualifications Essential : i) Doctoral degree in Agronomy. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in the area of Agronomy related to research on Water and integrated nutrient management. Experience of research on Oil and Crops with special reference to Groundnut.

CENTRAL MARINE FISHERIES RESEARCH INSTITUTE, COCHIN

10. Chief Training Organiser (Trainers Training Centre). (One Post)

Qualifications Essential : i) Doctoral degree in Fish and Fishery Science. ii) & iii) As in Item No. 2(ii) & 1(iii) above. iv) Specialisation in designing and implementing training and TOT programmes in the field of marine fisheries.

SENIOR SCIENTIST

Pay Scale : Rs. 3700-5700 (Pre-revised)

Age : Below 45 years (There will be no maximum age limit for the ICAR employees. Relaxation to SC/ST candidates may be given in accordance with the orders issued by Govt. of India from time to time).

INDIAN INSTITUTE OF HORTICULTURE RESEARCH, BANGALORE

11. Senior Scientist (Agricultural Entomology). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Entomology/Nematology, ii) 5 (Five) years experience excluding the period spent in obtaining the Ph.D. degree during service (subject to maximum of 3 years) in research/teaching/extension education as a Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. iii) As in Item No. 1(iii) above. iv) Specialisation in Agricultural Entomology.

NATIONAL RESEARCH CENTRE FOR WEED SCIENCE, JABALPUR

12. Senior Scientist (Agricultural Extension). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Extension. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Relative specialisation and relevent experience in Weed Science cognate to the job requirement under essential qualifications.

CENTRAL INSTITUTE OF POST HARVEST ENGINEERING & TECHNOLOGY, LUDHIANA

13. Senior Scientist (Agricultural Economics). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Economics. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation/experience in economic aspects of farm management.

14. Senior Scientist (Biotechnology, Plant Science). (One Post)

Qualifications Essential : i) Doctoral degree in Biochemistry (Plant Science). ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation/experience in Biochemical analysis.

15. Senior Scientist (Agricultural Entomology). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Entomology. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation/experience in control of insects/pests in horticultural crops, horticultural produce and processed products.

16 Senior Scientist (Horticulture). (One Post)

Qualifications Essential : i) Doctoral degree in Horticulture, ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation/experience in production/post harvest management of Horticultural produce.

17. Senior Scientist (Microbiology, Plant Science). (Two Post)

Qualifications Essential : i) Doctoral degree in Microbiology (Plant Science). ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation/experience in microbiology aspects of farm produce and related processed products.

18. Senior Scientist (Electronics and Instrumentation). (One Post)

Qualifications Essential : i) Doctoral degree in Physics (Electronics and Instrumentation) with 5 (Five) years experience excluding the period spent in obtaining the Ph.D. degree during service (subject to maximum of 3 years) in research/teaching/extension education as Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. OR Master's degree in Engineering Technology/Agriculture Engineering with specialisation in electronics/instrumentation with 8 years experience in research/teaching/extension education as a Scientist (Rs. 2200-4000), or in an equivalent position in the relevant Engineering subject. ii) As in Item No. 1(iii) above. iii) Specialisation in Process Automation and Control.

19. Senior Scientist (Chemical Engineering). (One Post)

Qualifications Essential : i) Doctoral degree in Chemical Engineering. ii) 5 (Five) years experience excluding the period spent in obtaining the Ph.D. degree during service (subject to maximum of 3 years) in research/teaching/extension education as Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. **Relaxation for Engineering Discipline :** Master's degree in Chemical Engg. with 8 years experience in research/teaching/extension education as a Scientist (Rs. 2200-4000) or in an equivalent position in the relevant Engg. subject. iii) As in Item No. 1(iii) above. iv) Specialisation and relevant experience in process engineering.

20. Senior Scientist (Agriculture, Structure and Process Engineering). (Ten Post)

Qualifications Essential : i) Doctoral degree in Agricultural Structure & Process Engineering or Equivalent. i) 5 (Five) years experience excluding the period spent in obtaining the Ph.D. degree during service (subject to maximum of 3 years) in research/teaching/extension education as Scientist (Rs. 2200-4000) or in an equivalent position in the relevant subject. **Relaxation for Engineering Discipline :** Master's degree in Agricultural Structure & Process Engg. or equivalent with 8 years experience research/teaching/extension education as a Scientist (Rs. 2200-4000) or in an equivalent position in the relevant Egg. subject. iii) As in Item NI. 1(iii) above. iv) Specialisation/experience in post harvest engineering and technology/agricultural structure and process engineering/Agriculture Processing and Food Engineering.

INDIAN INSTITUTE OF SOIL SCIENCE, BHOPAL

21. Senior Scientist (Soil Physics). (One Post)

Qualifications Essential : i) Doctoral degree in Soil Science with specialisation in Soil Physics/Agricultural Physics. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation and relevant experience cognate to the job requirement.

ICAR RESEARCH COMPLEX FOR NEH REGION, BARAPANI

22. Senior Scientist (Vety. Public Health). (Three Posts)

Qualifications Essential : i) Doctoral degree in Vety. Public Health/Microbiology/Virology/Pethology. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation in disease investigation and diagnosis of livestock and poultry disease.

NATIONAL BUREAU OF SOIL SURVEY AND LAND USE PLANNING, NAGPUR

23. Senior Scientist (Pedology). (Five Posts)

Qualifications Essential : i) Doctoral degree in Soil Science. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation in the field of Soil Genesis, Classification and Mapping.

24. Senior Scientist (Agronomy). (Six Posts)

Qualifications Essential : i) Doctoral degree in Agronomy. ii) & iii) As in Item No. 11(II) & 1(iii) above. iv) Specialisation in the field of Crop-Soil Modelling/Crop Modelling.

25. Senior Scientist (Agricultural Economics). (Five Posts)

Qualifications Essential : i) Doctoral degree in Agricultural Economics. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation in the field of Agricultural Economics.

26. Senior Scientist (Geography). (One Post)

Qualifications Essential : i) Doctoral degree in Geography. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation in the field of Agricultural Geography/Cartography.

CENTRAL ARID ZONE RESEARCH INSTITUTE, JODHPUR

27. Senior Scientist (Home Science Extension). (One Post)

Qualifications Essential : i) Doctoral degree in Home Science. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation and experience in the field of food and nutrition.

NATIONAL RESEARCH CENTRE FOR GROUNDNUT, JUNAGARH

28. Senior Scientist (Agricultural Entomology). (One Post)

Qualifications Essential : i) Doctoral degree in Agricultural Entomology/Zoology with specialisation in Agricultural Entomology. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation : Crop insect-related experience. Experience of research in oilseed with special reference to groundnut entomology.

29. Senior Scientist (Soil Science). (One Post)

Qualifications Essential : i) Doctoral degree in Soil Science/Soil Chemistry. ii) & iii) As in Item No. 11(ii) & 1(iii) above. iv) Specialisation : Soil Chemistry/Soil Science.

30. Senior Scientist (Plant Breeding). (One Post)

Qualifications Essential : i) Doctoral degree in Plant Breeding/Genetics and Plant Breeding/Agricultural Botany. ii) & iii) As Item No. 11(ii) &1(iii) above. iv) Specialisation : in Plant Breeding.

IMPORTANT NOTE : 1) The candidates selected for appointment to the posts in Animal Science disciplines and possessing degree in Veterinary Science/Veterinary Science and Animal Husbandry followed by Masters and Doctoral degree in the relevant discipline will also be entitled to non-practicing allowance as admissible under the rules from time to time subject to fulfilment of conditions of entitlement for the same as prescribed by the Council. 2) The post appearing at Sl. No. 1 will be filled up on tenurial basis for a

period of five years. However, retirement age for all scientific posts is 60 years.

CLOSING DATE FOR RECEIPT OF APPLICATIONS IN AGRICULTURAL SCIENTISTS RECRUITMENT BOARD IS **15.2.1999.**

(For candidates from abroad and in the Andaman and Nicobar Islands, Lakshadweep, Minicoy and Amindivi Islands, States/Union Territories in the North-Eastern Region, Ladakh division of J&K State, Sikkim, Pangi, Sub-division of Chamba, Lahul and Spiti, districts of Himachal Pradesh, last date will be **2.3.1999**).

GENERAL INSTRUCTIONS : 1. For application form, please write to the **Secretary, Agricultural Scientists Recruitment Board, Krishi Anusandhan Bhawan, Pusa, New Delhi-110 012.** Request for form must specify **Advertisement No. and name of the post and Item No.** and should be accompanied by self addressed unstamped envelope (23x10 cms size). 2. Separate application with separate fee, separate No Objection Certificate, separate Vigilance Clearance Certificate is required for each post. 3. Application form complete in all respects, should reach the Office of the ASRB together with the application fee of Rs. 8/- (No fee for SC/ST candidates) in the form of crossed Indian Postal Order drawn in favour of the Secretary, Agricultural Scientists Recruitment Board by the closing date. Applications received after the closing date will not be entertained. **In case a candidate anticipates delay in forwarding of his application through proper channel, he must send an advance copy of the application alongwith the fee which must reach this office on or before the closing date.** Postal Order(s) obtained before the date of publication of advertisement and after the closing date of the applications will not be accepted. 4. The candidates should fill each and every column of Application Form at the appropriate place. Wherever the space is not sufficient they could add extra sheet but it should be strictly in the prescribed format. 5. Candidates abroad may apply on plain paper and send their applications together with an International Postal Order/Bank draft covering the application fee drawn in favour of the Secretary, Agricultural Scientists Recruitment Board so as to reach this office of ASRB by the closing date. In countries where regular commercial channels are not available, the candidates can deposit the application fee in local currency with the Indian Mission/Posts abroad, who in turn will issue an R.B.I. draft in favour of the Secretary, Agricultural Scientists Recruitment Board, New Delhi. 6. The prescribed Essential Qualifications are minimum and possessing of same does not entitle candidates to be called for interview. Where the number of applicants is large, the Board may restrict the number of candidates for interview to a reasonable limit on the basis of qualifications and experience higher than the minimum prescribed in the advertisement. 7. If required, candidates must appear for personal interview. 8. Higher initial pay may be recommended by the ASRB for specially qualified and experienced candidates for all the posts. 9. T.A. contribution will be admissible to those called for interview as per ICAR Rules. 10. Crucial date for determining the age limit for candidates will be the closing date for receipt of applications from candidates in India. 11. The option of use of Hindi in interviews exists in the Board. 12. Canvassing in any form will disqualify a candidate.

CORRIGENDUM

Reference ASRB Advertisement No. 6/98 & 7/98 which appeared in the Employment News dated 12-19.9.98 & 31.10-6.11.98 respectively and other Newspapers. The place of posting in respect of the following posts may be read as under instead of IIHR, Bangalore :

Advt. No. 6/98 : Item No. 171 (Two posts) : One post each at CHES, Ranchi & Godhra.
Item No. 173 (One post) : CHES, Ranchi.
Item No. 174 (One post) : CHES, Chethalli.
Advt. No. 7/98 : Item No. 187 (Four posts) : One post each at CHES, Ranchi, Godhra, Bhubaneswar & Chethalli.
Other contents remain unchanged.

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CLASSIFIED ADVERTISEMENTS

RAJASTHAN AGRICULTURAL UNIVERSITY : BIKANER

Advt. No. 2/98 **Dated : 19.12.98**

ADVERTISEMENT NOTICE

Applications on prescribed form are invited for recruitment to undernoted posts in the University. Application form and full details about qualifications/location, etc can be obtained from the Registrar, Rajasthan Agricultural University Bikaner-334 006 on pre-payment of Rs. 50/- through Demand draft (payable to the Comptroller, Rajasthan Agricultural University, Bikaner) and a self addressed envelope (size 27x12 cms.) bearing postage stamps worth Rs. 27/- upto **28.01.99.** Complete application form alongwith attested copies of certificates in support of qualifications, experience, age, etc must reach the REGISTRAR, RAJASTHAN AGRICULTURAL UNIVERSITY, BIKANER on or before **30.01.99.**

T = Teaching, R = Research, E = Extension

FACULTY OF AGRICULTURE **Name of the post**	**Total Posts**	**Vacancies**			
		Gen.	**SC***	**ST***	**OBC***
PROFESSOR : PAY SCALE Rs. 4500-150-5700-200-7300 (Likely to be revised)					
1. Agronomy (R = 2)	2	1	—	—	1
2. Plant Breeding & Genetics (R = 3)	3	1	1	—	1
3. Agri. Economics (T = 1, R = 1)	2	2	—	—	—
4. Plant Pathology (R = 1)	1	1	—	—	—
5. Soil Science & Ag. Chemistry (R = 1)	1	1	—	—	—
6. Bio-Technology (R = 1)	1	1	—	—	—
7. Horticulture (R = 2)	2	1	—	—	1
ASSOCIATE PROFESSOR : PAY SCALE Rs. 3700-125-4950-150-5700 (Likely to be revised)					
1. Agronomy (R = 1, E = 4)	5	2	1	1	1
2. Plant Breeding & Genetics (R = 5)	5	2	1	1	1

3.	Entomology (E = 2, R =1)	3	1	1	—	1
4.	Plant Pathology (R = 3)	3	1	1	—	1
5.	Soil Science & Ag. Chemistry (R = 3)	3	1	1	—	1
6.	Horticulture (R = 4, E =2)	6	3	1	1	1
7.	Animal Production/Animal Science (T = 1, E = 2)	3	1	1	—	1
8.	Ag. Extn. Education (E = 1)	1	1	—	—	—
9.	Agrostology (R = 1)	1	1	—	—	—
10.	Microbiology (R = 2)	2	2	—	—	—
11.	Bio-Chemistry (R = 2)	2	1	—	—	1
12.	Agro-metrology (R = 1)	1	1	—	—	—
13.	Mathematics (T = 1)	1	1	—	—	—
14.	Plant Physiology (R = 1)	1	1	—	—	—
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Agronomy (R = 7, E = 8)	15	8	2	2	3
2.	Plant Breeding & Genetics (R = 10)	10	5	2	1	2
3.	Entomology (R = 2, E = 5)	7	3	1	1	2
4.	Plant Pathology (R = 7, E = 3)	10	5	2	1	2
5.	Soil Science & Ag. Chemistry (T = 2, R = 3, E = 1)	6	3	1	1	1
6.	Horticulture (E = 10)	10	5	2	1	2
7.	Animal Production/Animal Science (E = 4)	4	2	—	1	1
8.	Ag. Extn. Education (E = 7)	7	3	1	1	2
9.	Agrostology (R = 2)	2	2	—	—	—
10.	Microbiology (R = 1)	1	1	—	—	—
11.	Bio-Chemistry (R = 2)	2	1	—	—	1
12.	Agro-metrology (R = 2)	2	2	—	—	—
13.	Plant Physiology (R = 2)	2	1	—	—	1
14.	Nematology (R = 2)	2	1	—	—	1
15.	Agroforestry (R = 2)	2	2	—	—	—
16.	Agri. Statistics (R = 4)	4	2	1	—	1
17.	Agri. Economics (T =1, R = 5)	6	3	1	1	1
18.	Bio-Technology (R = 2)	2	2	—	—	—
19.	Mathematics (T = 4)	4	2	1	—	1
20.	English (T = 2)	2	2	—	—	—
21.	Chemistry (T = 1)	1	1	—	—	—
22.	Physics (T = 5)	5	4	—	—	1
FACULTY OF VETY. & ANIMAL SCIENCE						
PROFESSOR : PAY SCALE Rs. 4500-150-5700-200-7300 (Likely to be revised)						
1.	Vety. Physiology & Bio-Chemistry (T = 1)	1	1	—	—	—
2.	Vety. Microbiology (R = 1)	1	1	—	—	—
3.	Vety. Surgery (T = 1)	1	1	—	—	—
4.	Livestock Production Mgt	1	1	—	—	—
ASSOCIATE PROFESSOR : PAY SCALE Rs. 3700-125-4950-150-5700 (Likely to be revised)						
1.	Vety. Physiology & Bio-Chemistry (T = 2)	2	2	—	—	—
2.	Vety. Microbiology (T = 1)	1	1	—	—	—
3.	Vety. Surgery (T = 1)	1	1	—	—	—
4.	Livestock Production & Mgt. (T = 1)	1	1	—	—	—
5.	Vety. Obst. & Gynaecology (T = 1)	1	1	—	—	—
6.	Vety. Parasitology (T = 2)	2	2	—	—	—
7.	Vety. Pathology (T = 1)	1	1	—	—	—
8.	Vety. Anatomy (T = 1)	1	1	—	—	—
9.	Vety. Medicine (T = 1, R = 1)	2	2	—	—	—
10.	Animal Nutrition (R = 1)	1	1	—	—	—
11.	Animal Products Technology (Live stock Products Technology) (T = 1)	1	1	—	—	—
12.	Vety. Public Health & Heigene (T = 1)	1	1	—	—	—
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Vety. Physiology & Bio-Chemistry (T = 1)	1	1	—	—	—
2.	Vety. Microbiology (T = 1)	1	1	—	—	—
3.	Vety. Surgery (T = 2)	2	2	—	—	—
4.	Livestock Production & Mgt. (T = 1, R = 1)	2	2	—	—	—
5.	Vety. Parasitology (T = 3)	3	3	—	—	—
6.	Vety. Anatomy (T = 1)	1	1	—	—	—
7.	Animal Products Technology (Live-stock Products Technology) (T = 1)	1	1	—	—	—
8.	Vety. Extension Education (T = 1)	1	1	—	—	—
9.	Animal Nutrition (R =1, T = 1)	2	2	—	—	—
10.	Vety. Public Health & Heigene (T = 1)	1	1	—	—	—
11.	Vety. Pharmacology (T = 1)	1	1	—	—	—

FACULTY OF HOME SCIENCE						
PROFESSOR : PAY SCALE Rs. 4500-150-5700-200-7300 (Likely to be revised)						
1.	Child Development (T = 1)	1	1	—	—	—
ASSOCIATE PROFESSOR : PAY SCALE Rs. 3700-125-4950-150-5700 (Likely to be revised)						
1.	Child Development (T = 1)	1	1	—	—	—
2.	H.Sc. Extn. Education (T = 2)	2	2	—	—	—
3.	Family Resource Management (T = 1, R = 1)	2	2	—	—	—
4.	Clothing & Textiles (T = 2, R = 1)	3	3	—	—	—
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Child Development (T = 2)	2	1	—	—	1
2.	H.Sc. Extn. Education (E = 4)	4	2	1	—	1
3.	Family Resource Management (T = 1)	1	1	—	—	—
4.	Clothing & Textiles (T = 1)	1	1	—	—	—
5.	Foods & Nutrition (T = 2)	2	1	—	—	1
FACULTY OF AGRIL. ENGINEERING						
PROFESSOR : PAY SCALE Rs. 4500-150-5700-200-7300 (Likely to be revised)						
1.	Electrical Engg. (T = 1)	1	1	—	—	—
2.	Mechanical Engg. (T = 1)	1	1	—	—	—
3.	Processing & Food Engg. (T = 1)	1	1	—	—	—
4.	Mining Engg. (T = 1)	1	1	—	—	—
5.	Computer Science (T = 1)	1	1	—	—	—
6.	Soil & Water Conservation Engg. (Drainage Engg.) (R = 1)	1	1	—	—	—
ASSOCIATE PROFESSOR : PAY SCALE Rs. 3700-125-4950-150-5700 (Likely to be revised)						
1.	Electrical Engg. (T = 2)	2	2	—	—	—
2.	Mechanical Engg. (T = 1)	1	1	—	—	—
3.	Processing & Food Engg. (T = 1)	1	1	—	—	—
4.	Mining Engg. (T = 1)	1	1	—	—	—
5.	Civil Engg. (T = 1)	1	1	—	—	—
6.	Soil & Water Conservation Engg. (R = 6)	6	3	1	1	1
7.	Computer Science (T = 1, R = 1)	2	2	—	—	—
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Electrical Engg. (T = 3)	3	2	—	—	1
2.	Mechanical Engg. (T = 5)	5	2	1	1	1
3.	Mining Engg. (T = 1)	1	1	—	—	—
4.	Civil Engg. (T = 2)	2	1	—	—	1
5.	Renewal Energy (R = 1)	1	1	—	—	—
6.	Soil & Water Conservation Engg. (T = 1, R = 12)	13	6	2	2	3
7.	Computer Science (T = 2)	2	2	—	—	—
8.	Geology (T = 1)	1	1	—	—	—
9.	Farm Machinery & Power Engg. (T = 1, E = 1)	2	1	—	—	1
FACULTY OF DAIRY SCIENCE						
PROFESSOR : PAY SCALE Rs. 4500-150-5700-200-7300 (Likely to be revised)						
1.	Dairy Technology (T = 1)	1	1	—	—	—
ASSOCIATE PROFESSOR : PAY SCALE Rs. 3700-125-4950-150-5700 (Likely to be revised)						
1.	Food Technology (T = 1)	1	1	—	—	—
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Dairy Technology (T = 2)	2	1	—	—	1
2.	Dairy Chemistry (T = 1)	1	1	—	—	—
3.	Dairy Microbiology (T = 1)	1	1	—	—	—
4.	Dairy Engineering (T = 1)	1	1	—	—	—
AGRL BUSINESS MANAGEMENT						
ASSISTANT PROFESSOR : PAY SCALE Rs. 2200-75-2800-100-4000 (Likely to be revised)						
1.	Marketing (T = 1)	1	1	—	—	—
2.	Finance (T = 1)	1	1	—	—	—
3.	Human Resource Development (T = 1)	1	1	—	—	—
4.	Quality Management Technology (T = 1)	1	1	—	—	—
OTHERS :						
1.	Dy. Librarian (Pay Scale Rs. 3700-125-4950-150-5700) (Likely to be revised)	1	1	—	—	—
2.	Assistant Librarian (Pay Scale Rs. 2200-75-2800-100-4000) (Likely to be revised)	1	1	—	—	—
3.	Assistant Director Physical Edu. (Pay Scale Rs. 2200-75-2800-100-4000) (Likely to be revised)	7	4	1	1	1
4.	Controller of Examination (Pay Scale Rs. 12000-375-16500)	1	1	—	—	—
5.	Additional Registrar (Pay Scale Rs. 10650-325-15850)	1	1	—	—	—
6.	Dy. Registrar (Pay Scale Rs. 10000-325-15200)	1	1	—	—	—
7.	Senior Accounts Officer (Pay Scale Rs. 10000-325-15200)	1	1	—	—	—

8.	Assistant Registrar (Pay Scale Rs. 8000-275-13500)	13	6	2	2	3
9.	Accounts Officer (Pay Scale Rs. 8000-275-13500)	6	5	—	—	1

*Subject to general suitability

Note : APPLICATION FORMS are also available at the office of the :

1. Director, Extension Education, Udaipur &
2. Assoc. Director, Agri. Res. Station, Durgapura-Jaipur.

GENERAL NOTE :

1. Number of post(s) can be increased or decreased maintaining roster system.
2. Applications received on plain paper OR after the expiry of the last date OR incomplete will be REJECTED without making any further reference, and no fee will be REFUNDED. University shall not be responsible for any delay including postal delay.
3. The candidates belonging to SC/ST/OBC community must submit their caste certificate from the competent authority, failing which their names will not be considered in Reserved quota. The candidates of OBC community must submit their caste certificate issued recently for the purpose of Creamilyer.
4. Higher start can be allowed for exceptionally qualified candidate based on their academic achievements & personal interview
5. University reserves the right not to fill up any or all posts advertised.
6. Where the number of applications received in response to an advertisement is large and it will not be convienient or possible for the University to interview all those candidates, the University may restrict the basis of calling the candidates with higher academic achievements and experience in the relevant field by screening of applications.
7. The candidates applying for the post of Asstt. Professor shall be allowed to appear in the interview subject to clearance of National Eligibility Test conducted by the ASRB/UGC/SLET. However, candidates who have submitted their Ph.D. thesis upto 31.12.1993 and are awarded degree of Ph.D. before interview and who have obtained M.Phil degree upto 31.12.93 are exempted from passing eligibility test.
8. The appointments shall be location and job specific.
9. Retired persons need not apply.
10. Envelope should be subscribed with "APPLICATION FORM FOR THE POST OF ————————."

REGISTRAR

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110002

Applications are invited for filling np of two posts of Education Officers (unreserved) at present in the office of the UGC.

The applications in the prescribed proforma (enclosed) addressed to the Secretary, University Grants Commission. Bahadur Shah Zafar Marg, New Delhi-110 002, giving names of two persons to whom reference may be made by the Commission should reach the office of the UGC within one month from the date of publication of the advertisement. Persons already in employment should send their applications throngh their employer, otherwise their applications will not be entertained. Incomplete applications, and applications received after the last date, will not be entertained.

The details of the qualifications, scale of pay, age and age of retirement is given as under :

Qualification : (i) Minimum IInd Class Masters Degree with 55% of the marks from a recognised University.
(ii) Five years of experience of Teaching/Research/Educational Administration.

Nature of Duties : The work is largely concerned with processing and evaluation of development and research proposals of Universities and Colleges; preparation of status reports; initiation, implementation and co-ordination of higher educational programmes. These may include also innovative education and quality improvement schemes, examination reforms, evaluation techniques and other aspects essential for the improvement and co-ordination of standards of higher education.

The Officer is liable to be transferred and posted to any Regional Office of the UGC set up/to be set up in the country.

Scale of Pay : Rs. 10000-325-15200 plus usual allowances as admissible from time to time to Central Government servants in corresponding posts.

Age : 40 years (Relaxable by 5 years for employees of Central and State Government Universities and autonomous bodies and candidates belonging to SC/ST category as per rules on the subject.

Age of retirement : 60 years

Period of Probation : 2 years.

The posts are temporary but likely to continue. The retirement benefits in the shape of GPF-cum-Pension-cum-Gratuity are available to the employees of the UGC. The employees are also entitled to the benefits of CGHS and allotment of residential accommodation in the General Pool in their turn. The employees of the UGC are also eligible for the Life Insurance Corporation Group Saving Linked Insurance Scheme as made applicable from time to time.

It is important to note that possession of mere eligibility conditions will not entitle a person for consideration of the Selection Committee. The decision of the Screening Committee appointed for the purpose to short list the candidates from amongst the total number of applications received will be binding on all.

The UGC reserves the right not to fill up the post and its decision in this regard shall be final.

PROFORMA FOR APPLICATION

Post applied for _____ under _____ Category

1. Name of the Applicant (BLOCK LETTERS) _____

2. Address

(i) Correspondence _____

_____

Pin _____ Tel. _____ Fax _____

(ii) Permanent _____

_____

3. Nationality _____

4. Sex Male / Female

5. Marital Status Married / Single
(Tick the relevant one)

6. Date of Birth

D	D		M	M		Y	Y

7. Father's/Husband's Name _____

8. Category
(Attach attested copy of the certificate in case of SC/ST/OBC)

SC	ST	OBC	GENERAL

(Tick the relevant one)

9. Qualifications (in chronological order starting from SLC/HS onwards)
(Attach attested photocopies of each certificate)

Degree/ Diploma	Board/ Univ.	Year of Passing	Subject	Marks obtained (in % only)	Division/ Grade

10. (a) Total Experience in Years _____ Months _____

Name & Address of Employer	Post Held (Scale/Basic/ Salary)	Period of Service		*Description of the work
		From	To	

*Details can be given at the end of item 10(a)

Detailed Break-up of your earnings in your last/present job :

Basic Pay : _____ Other Allowances _____ Total Emol. : _____

Next Increment due on _____ Salary Expected _____

Joining Time Required : _____

10 (b) Further Classification of Experience as depicted in 10 (a) in the following areas :

(i)	Teaching		Years	Months
(ii)	Research		Years	Months
(iii)	Educational Administration		Years	Months
(iv)	Electronic Data Processing (EDP)		Years	Months

(EDP experience may include the specific details like application software designed, developed and implemented, platform used etc.)

[The breakup of experience shown under 10 (b) should be equivalent to the total experience shown in 10 (a)]

11. References :

1. _____

2. _____

DECLARATION

I solemnly declare that above entries in the application form are true and correct to the best of my knowledge and belief.

Place : _____

Date: _____ (Signature of the Applicant)

GURUKUL KANGRI VISHWAVIDYALAYA, HARDWAR

SPECIAL DRIVE FOR SC/ST CANDIDATE

Applications are invited from the SC/ST Candidate only, **on or before 31.1.99** in Prescribed form containing detailed information and terms and conditions available from the office of the Registrar Gurukul Kangri Vishwavidyalaya, Hardwar against the payment of Rs. 25/- in cash or bank draft payable at Hardwar in favour of Registrar.

Qualifications, Pay Scales, Selection Procedure and reservation as per UGC rules.

Main Campus (Only for male candidates) :

Deputy Registrar-1-One post

Lecturer-7-Two each in Physics, Mathematics and Computer Science. One in Management

Kanya Gurukul Mahavidyalaya, Dehradun (Only for Female candidates) :

Lecturer-3-One each in Psychology, Management and Computer Science

Kanya Gurukul Mahavidyalaya, Hardwar (Only for Female candidates) :

One post each in the following Subjects, the posts are purely Temporary but likely to be continue Sanskrit, Hindi, English, Psychology, Mathematics, Chemistry, Microbiology, Environment Science

Note :

1. The candidates should send a duly stamped (for Rs. 14) and self-addressed envelope of 9"x 4"
2. Candidates should keep faith in Arya Samaj and Gurukul system of Education and must be Vegetarian.
3. No Payment will be made for travelling etc
4. Vishwavidyalaya reserves the right to alter the number of posts and to modify any of the terms and conditions regarding qualifications/experience.
5. If a suitable candidate of SC/ST category is not available, the post will be filled up on the ad-hoc basis
6. All disputes would be subject to Hardwar jurisdiction.

REGISTRAR

GURUKUL KANGRI VISHWAVIDYALAYA, HARIDWAR-249 404

Applications are invited on or before **15.01.99** for the posts mentioned below on plain paper giving complete bio-data with affixed passport size photograph (Six Copies) along with a bank draft of Rs. 100/- drawn in favour of the Registrar Gurukula Kangri Vishwavidyalaya payable at Haridwar

Main Campus (Only Male)

1 Registrar

2 Lecturer (Permanent-Reserved for SC/ST) Physics-2. M B A -1 (Finance)

3. Lecturer · (Leave Vacancy) Computer Science-1

4. Lecturer . (Temporary but likely to continue) : Computer Science-2

5 Information Scientist-1

6. Professional Assistant-1

7 Semi-Professional Assistant-1

K.G.M. Dehradun (Only Female)

8 Lecturer (Temporary but likely to continue) Computer Science-1,

9 Lecturer (Permanent-Reserved for SC/ST) M B A -1 (Finance)

Qualifications and pay-scale as per U.G C Rules

Note :

1. The candidates should send a duly stamped (for Rs 14) and self addressed envelope of 9"x4".
2 Reservation for SC/ST candidates as per Central Govt Rules
3 If a suitable candidate of SC/ST category is not available, the post will be filled up on ad-hoc basis
4 Candidates should keep faith in Arya Samaj and Gurukula System of Education and must be vegetarian.
5 No payment will be made for travelling etc.
6 The Vishwavidyalaya reserves the right to alter the no. of posts and to modify any of the terms and conditions regarding qualification/experience
7 All disputes would be subject to Haridwar Jurisdiction.

REGISTRAR

भारतीय वन्यजीव संस्थान
Wildlife Institute of India

ADMISSION TO M.Sc. WILDLIFE SCIENCE

Advt. 1/99

Wildlife Institute of India invites applications for admission to its two year M Sc Wildlife Science course (affiliated to Saurashtra University, Rajkot), commencing July, 1999 A maximum of 12 (10 Indian nationals and 2 Foreign nationals) will be admitted to this course Upto six candidates may be awarded full fellowship

ELIGIBILITY :

(1) A bachelor of science degree
(2) All candidates should have secured a minimum of 55% aggregate marks in their bachelor's exam
(3) A minimum of 15 years of formal education (either 10+2+3 or 11+2+2 pattern)

Candidates appearing for final B Sc level exam can also apply; provided they have secured a minimum of 50% aggregate till the IInd year and on completion of their degree will achieve a minimum of 55% aggregate

AGE LIMIT :

30 years for direct candidates 35 years for in-service candidates as on 01 7 1999

SELECTION :

Eligible candidates will be required to appear for a written qualifying test (under graduate level) at any of the four centres **Dehradun, Calcutta, Bangalore** and Mumbai. The test will be for two hours (60% multiple choice [(General knowledge, General science, Optional subject) + 40% esseys] Optional subjects are Life Sci, Forestry, Vet Sci & Agri Sci. Personality and aptitude tests will be conducted at Dehradun SC/ST candidates called for the written and aptitude tests will be paid travelling allowence as per rule.

HOW TO APPLY :

Application should be typed in the following format - 1 Full Name 2 Mailing Address 3 Date of Birth 4 SC/ST 5 Educational Qualifications 6 Experience 7 Choice of Exam Centre 8 Optional Subject for Test (Life Sci /Forestry/Vet Sci /Agri Sci) 9 Contact Numbers (Phone, Fax, E-mail) Copies of relevant certificates to establish age, minimum qualifications, SC/ST status, and a recent passport size photograph An IPO for Rs 100/- in favour of Director, Wildlife Institute of India payable at Dehradun should accompany the application In-service candidates should apply through proper channel Applications should be sent to the **Course Director, M.Sc. (Wildlife Science), Wildlife Institute of India, P.O. Box 18, Dehradun 248 001; Fax # 0135-640117; E-mail <acell@wii.gov.in>. Last date for receiving applications is 10th March, 1999.** Written qualifying test is likely to be held around mid April, 1999 Visit us at http //www.wii gov.in

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